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**IMPLEMENTATION OF GENDER EQUALITY POLICIES TO ENHANCE FEMALE
LEADERSHIP IN ZIMBABWEAN UNIVERSITIES: TOWARDS A COMPREHENSIVE
FRAMEWORK**

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**A DOCTORAL THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF
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SUPERVISOR

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ABSTRACT

This study critically examined the implementation of gender equality policies to enhance female leadership in Zimbabwean universities. Three theoretical frameworks were adopted for this study which were: The feminist critical policy analysis, top-down and bottom-up policy implementation theories. Within this study an interpretive paradigm which aligned with the qualitative approach and the case study design to better understand the phenomena were adopted. The study covered two state universities in Zimbabwe which were purposively selected. The participants who comprised Pro Vice Chancellors, Deputy Registrars Human Resources, Faculty Deans, Director of Gender Schools, Senior Administrative Registrars, Chairpersons of Departments and males and female academics were also purposively selected. Semi structured interviews, focus group discussion and document analysis were used as data collection instruments. Data were analysed using content analysis and the emerging results were organised into different themes reflective of the participant's responses.

The findings of the study presuppose that the state universities Zimbabwe were implementing gender sensitive organisational culture through open door policy and this promoted transformational leadership in both universities. The study revealed that both universities consulted internal and external gender experts and top-down and bottom-up consultations were made during policy formulation. It was discovered from the study that both universities had also utilised gender mainstreaming and affirmative action as strategies for promoting female leadership and gender equality. Despite teaching and learning, community engagement, research, recruitment and promotions which were used to promote the gender agenda, there were indications that these were being implemented in a haphazard manner. This adversely influenced active participation of females in decision making processes. The collected data also showed that both universities had enacted gender structures which were in line with international, regional and national gender policies and conventions and were being used to irradiate the importance of having gender parity in top positions. The findings of the study further illuminated that monitoring and evaluation of the gender equality policy and programs in place to advance females to leadership positions had not been done, leading to major impediments to achievement of gender balance. There also emerged a number of challenges which were uniform in both universities namely; lack of gender knowledge; commitment, lack of gender training and workshops, lack of consultation using bottom-up approach, gender budgeting and inadequate resources. Though the above mentioned were identified as encumbering features in both universities there was a substantiation of pockets of good practices. These were; implementation of gender equality policy, involvement of internal and external gender experts to policy formulation; promotion of

shared power and authentic leadership through transparent selection of chairperson of departments; gender workshop and training; staff development programmes; enactment of gender structures, enhanced community engagement and liaison with NGOs to promote gender agenda at all levels.

Regardless of the number of hurdles that indicate that universities continue to be fraught with challenges in promoting female leadership, the pockets of good practices are evidence that both universities are making positive strides through the implementation of gender equality policies to enhance female leadership. Therefore, to benchmark changes in universities, the study recommends that transformational leadership must permeate in all university structures to promote an organisational culture that is gender sensitive. There must be adequate resources, gender training and workshops; focal persons and points; commitment and political will, gender experts from governmental to ministerial levels and satellite gender structures. Monitoring and evaluation should be carried out in both universities and this should be guided by a framework so as to assist universities to tap into female empowerment and gender equality that will promote the interests of both genders, while retaining the quality and excellence in universities. Lastly, the findings of the study and the extant literature are indicative that enhancement of female leadership in universities is currently affected by a number of challenges. Therefore, as part of redress, the researcher recommends a comprehensive framework which illuminates pockets of good practices in implementing gender equality policies to enhance female leadership in universities.

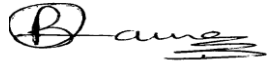
Key Words: Policy Implementation, Gender Equality, Policies, Female Academics, Leadership, and Universities.

DECLARATION

I, **BELLITA BANDA CHITSAMATANGA**, hereby solemnly declare that, to the best of my knowledge and belief, this thesis entitled “**The implementation of Gender Equality Policies to enhance female leadership in Zimbabwean Universities: Towards a comprehensive framework**” is my original work. It has not been submitted to any other institution of higher learning for the award of any degree or qualification. Where I have used information from the published or unpublished work of other scholars, I have acknowledged such sources both in the text and in the list of references.

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DEDICATION

This thesis is dedicated to my Late Dad and Husband and who never lived to see this achievement to its conclusive end.

To my late Daddy *Gilbert Lameck Zawe Banda*, the balm to my soul, your picture in my heart will remain beautifully pristine forever. Atata, I hope this greatest achievement definitely seals off the dreams that you have always had for me. I am holding on the beautiful memories that have made me to be the person that I am today because of your immeasurable sacrifices. Your life will always be a vivid one to me, the epitome of greatness and sacrifice, My Dad, My Idol, My Hero.

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ACRONYMS

ACU	Association of Commonwealth Universities
AR	Assistant Registrar
BDPA	Beijing Declaration and Platform for Action
CEDAW	Convention of the Elimination of all Forms of Discrimination against Women
CEGENSA	Centre for Gender Studies and Advocacy
COD	Chairperson of Department
DGS	Director of Gender Studies
DRHR	Deputy Registrar Human Resources
PVC	Pro Vice Chancellor
EIGE	European Institute for Gender Equality
EU	European Union
FAWE	Forum for African Women Educationists
FD	Faculty Dean
FGP	Focus Group
GMHEI	Gender Mainstreaming at Higher Education Institutions
GS	Gender Studies
GSC	Gender Studies Centre
HRD	Human Resources Centre
ILO	International Labour Organisation
LERU	League of European Research Universities
MDGs	Millennium Development Goals
MOHE	Ministry of Higher and Tertiary Education
NU	North University

SADC	Southern African Development Community
SAR	Senior Assistant Registrar
SARUA	Southern African Regional Universities Association
SDG	Sustainable Development Goals
SDP	Staff Development Programs
SGCS	School of Gender and Cultural Studies
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Economic Social Council
UNIFEM	United Nations Development Fund for Women
WU	West University
VC	Vice Chancellor
ZNGP	Zimbabwe National Gender Policy

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CHAPTER ONE

1.1 BACKGROUND OF THE STUDY

A key function of universities which underscored by the World Conference on Higher Education in 1998 is to enhance the participation and role of females in decision making processes (UNESCO, 1998). Despite years of advocacy, females continue to be under-represented in leadership positions (Kipsoi & Kimengi, 2014). Access to leadership positions and mechanisms to ensure equal opportunities and outcomes remain elusive for female academics. Moreover, research on female academics and leadership indicates that there are gender inequalities within the organs of the university system that are concerned with decision making (Nguyen, 2012; Osongo, 2006). Though campaigns (Osongo, 2011) on the implementation of gender equality policies have been used to encourage the increased participation of female students and staff into higher education, the enrolment in universities paints a different picture. Research shows that there are marked gender divisions in knowledge areas (Ely, Ibara & Kobb, 2011) with females now surpassing males in some subject areas. However, the numerical imbalance of females in leadership positions in the higher echelons of universities persists in subliminal ways that are yet to be unearthed in most universities (Kadhem & Khalili, 2013) both in developed and developing countries.

Moreover, globally, there is a marked pyramid effect, where the bulk of females are at the lower rungs of the academic leadership ladder and very few at the top. Statistically, studies also indicate that within the academic circles, a mere 7% of the universities worldwide are managed by women (Guramatunhu-Mudiwa, 2010). Evidently more males as compared to females hold leadership positions such as Vice Chancellors, Deputy Vice Chancellors, Registrars, Deans and Heads of Departments which exude hierarchal control and power (Zinyemba, 2013). Admittedly, only a few females have made it to the top. Data from the Association of Commonwealth Universities (ACU) also shows that the academic staff above senior lecturer position were females at 25.3% and males constituted 74.7%, while only 9.8% executive heads in universities are females (Singh,

2008). Additionally, the Southern African Regional Universities Association (SARUA) which represents Vice-Chancellors of public universities in the Southern African Development Community (SADC) region, also boasts of a high percentage of males as vice-chancellors and an insignificant percentage of women as vice-chancellors (SARUA, 2008). In addition, (Guramatunhu-Mudiwa's, 2010) research, also carried out within the SADC region, showed that out of 117 universities, 105 universities (89.7%) were led by men and only 12 universities (10.3%) were led by women. In fact, reports by World Bank (2006) reveal that progress in empowering women with top leadership positions is still painfully slow in Africa and that gender inequality is not likely to wither away soon despite policy provisions to that effect.

A study on gender and socio structural configuration in private and public universities in Kenya by Kipsoi and Kimengi (2014) recommended that a gender policy as a basic requirement that provides guidelines on how to address the under-representation of females in university leadership be put in place by the university council. The reason advanced was that the qualitative experiences of females within the universities remains largely underutilised (Dung, 2014; Osongo, 2011 & Kloot, 2004). Hence, there remains a gap between interventions for females and that for males in terms of local and sustainable gender equality interventions that can be used to enhance female leadership in universities. Hence, the implementation of gender equality policies in universities should not be left to a specific unit but should be integrated within the whole university system. UN (2002) underscores the importance of gender equality and sees it as the cornerstone of every democratic society that aspires to social justice and human rights.

Given this backdrop, many countries have ratified and endorsed several national, regional and international resolutions and agreements in many sectors, whose primary principles and guidelines act as a framework for some of the existing laws, policies and strategies that have direct and indirect import on female empowerment (Shakib, 2014). These are identified in the subsequent section.

International Level

- *Universal Declaration of Human Rights of 1948.* This international instrument promotes the rights of all genders to participate fully in their countries as well as the right to equal access UN (1948).
- *Convention of the Elimination of all forms of Discrimination against Women (CEDAW) of 1978.* The CEDAW advocates the full and complete development of a country, the welfare of the world and requires maximum participation of females on equal terms with males in all fields. Article (2) of CEDAW states that there should be a policy that eliminates discrimination against women UN (1979).
- *Beijing Declaration and Platform for Action (BDPA) of 1995.* The BPFA recognised that women's rights are human rights. Therefore concerns were raised by the (BPFA) that lack of representation in decision making, unequal participation in power structures of society and lack of sufficient mechanisms to promote advancement of women have to be tackled. This led to the adoption of gender mainstreaming into all policies. As a result, the BPPA is the most critical statement on gender equality UNWomen (2014).
- *United Nations Millennium Development Goals (MDGs) of 2000.* The MDGs are the world time-bound and quantified targets for addressing gender equality, empowering women and upholding human dignity. As such, MDG3 touches specifically on the importance of having females as equal partners with males and requires countries to work towards equal gender representation UN (2000).

Regional Level

- *SADC Gender Policy of 2007, Thematic Area 4.* – This is a policy which recognises the lack of domestication of international human rights obligation that promotes gender equality. Specific objectives of this policy include the advancement of equal participation by women in decision making processes EU (2009).
- *SADC Protocol on Gender and Development of 2008.* This protocol recognises that women have always been historically disadvantaged, therefore, measures have to be taken to ensure equal representation and participation between both genders (SADC, 2012).
- *African Union Gender policy of 2009.* The AU gender policy of 2009 summarises the decisions and declaration of African Union Heads of State and Governments on global commitment and women empowerment. This policy commits member states to adhere to the principle of promoting gender equality in all spheres Omotosho (2015) and Olga (2013).

Although, the foregoing organs observe the need to ensure that the implementation of gender equality policies are transparent, female issues have remained focused on political and legal rights of women (Dodo, 2013, Dube & Dziva, 2014). Even, the recent SADC Gender Monitor (2013) adds that although there have been many positive developments over the past few years indicating the political will to advance female leadership, the implementation of these policies still remains a critical challenge. Female leadership in universities, a key human rights issue, has generally remained on the periphery instead of being promoted as a hinge that can be utilised to support other rights in the gender power dynamics in universities. The problem is that although the academic field is meant to be a gender neutral place, there is a paucity of females in leading positions in relation to the existing policies in universities (Zvogbo, 2013). The topic is still largely unexplored and needs more attention (Kadhem & Khalili, 2013) because female leadership in academia remains elusive. This justifies the departure that this study attempted to make by exploring how gender policies are implemented in universities to promote female leadership.

The current environment spells out that universities need to adhere to good practices emanating from the implemented gender policies. Research indicates that in USA, though the under-representation of women has generated an array of commissions and policies on gender; they are still far from solving the problem (Rhodes & Kellerman, 2006). A recent study by Tenglerova, (2014) in Czech Republic also reveals that the low appreciation and implementation of gender policies is a major deficit in promoting females to positions of leadership, as a result, gender equality is pushed outside the realms of the universities and the status quo remains untouched. Yates (2014) also states that many universities in Canada have taken upon themselves to examine their own practices, procedures and organisational cultures by trying to identify what hinders positive movement towards implementation of gender equality policies in their universities. There is consensus among researchers even within the African context that female leadership can be promoted through implementation of gender equality policies. For instance, in Kenya, Kipsoi & Kimenga (2014) study indicates that there is need for a public account on what needs to be done to ensure that the implementation of gender equality policies

is not viewed with negative lenses with regard to female leadership in universities. Interestingly, a recent study by Raburu (2015), also in Kenya, states that despite the widespread introduction of equal opportunities policies in universities, the under-representation of female academics raises pertinent questions about the role of female academics in universities.

The Zimbabwe Situation

Since 1980, when Zimbabwe gained its independence, the country has striven to achieve gender equality and to date, seventeen pieces of National Legislative and Policy Frameworks to promote gender equality have been passed out (Zimbabwe National Gender Policy, 2013). This has led to a number of gender equality policies, nationally, regionally and internationally (Chabaya, Rembe & Wadesango, 2009). In line with this, Matope (2012) states that Zimbabwe has a number of policies, ministries and commissions that are aimed at lowering varied degrees of gender inequality and promote open-mindedness. They include the Nziramasanga Commission, the Zimbabwean Constitution, the Zimbabwe National Gender Policy (ZNGP), the Gender Affirmative Action, the Ministry of Women Affairs, Gender and Community Development, and the Ministry of Higher and Tertiary Education, Science and Technology Development.

Nziramasanga Presidential Report on Education and Training of 1999

This commission was established after it had been observed that gender disparities existed at all levels of education in Zimbabwe and failure to address these disparities perpetuated the pattern where the higher the level of education, the lesser the female representation. Hence, it was recommended by the commission that effective policies and strategies be designed to achieve gender equality within the learning institutions on how to develop and implement gender policies (Chauraya, 2011).

The Zimbabwean Constitution of 2013

The new constitution is widely acknowledged for its unwavering commitment to gender equality. Moreover The Constitution Amendment No 17 of 2005 prohibits discrimination on the grounds of gender.

Whereas, The Chapter 2 on National Objectives, emphasises on the importance of gender balance to guide state institutions. More significantly, The Bill of Rights in Chapter 4 of the Constitution also clearly stipulates that males and females have a right to equal opportunities in decision making processes and makes void of all practices that hinder the rights of women and girls (Zimbabwean Constitution, 2013).

The Zimbabwe National Gender Policy of 2004

A report on Zimbabwe by the United Nations Human Development, depicted a highly unequal society in terms of gender (Zimbabwe National Gender Policy (ZNGP) (2004:1). This led to the enactment of the ZNGP of 2004 to address the gendered inequalities. Thus, Zimbabwe had the duty to draw up policies that promote gender equality (ZNGP, 2004). The ZNGP of 2004 also guided the implementation of gender equality policies in universities but gave the autonomy to universities to implement their own gender initiatives to address gender inequalities within their institutions (Chauraya & Manyike, 2014). However, the ZNGP of 2004 failed to meet set targets such as the SADC Protocol of 2008 and MDG of 2015. Despite the failure to meet these targets, there were some positive outcomes made by the ZNGP of 2004 such as an increase in the participation of females in political and decision making processes, gender parity in primary school enrolments and literacy and promoting access to all resources and opportunities by men and women. This led to the second National Gender Policy of 2013 which seeks to address the pitfalls of ZNGP of 2004 and the emerging issues prevailing under the changing political, economic and social context at local, regional and global levels (ZNGP, 2013).

The Zimbabwe National Gender Policy of 2013

The new ZNGP 2013 came about due to the fact that the targets set in by ZNGP of 2004 were not realised (ZNGP, 2013). The principles guiding the ZNGP 2013, are gender justice in all sectors of development, affirmative action, integration of gender perspectives in all aspects of development, inclusivity, and peace and harmony at family and community level. All these touch on women and men's equal rights, redressing gender inequality, and taking consideration of the marginalised groups in decision making

processes. Though ZNGP gives data on the percentage of females in leadership positions in the public service and political arena, there is scant information with regard to female leadership in tertiary institutions (ZNGP, 2013). Within the ZNGP of 2013, there are proposals that women and men must be afforded equal participation in the workplace, marketplace and governance structures to enable them to take on these opportunities. Overall, the ZNGP proposes affirmative action measures to address economic empowerment imbalances where stark disparities exist so that they can be equal gender representation within public service institutions. The empowerment of women is a key priority within the objectives of the policy (ZNGP, 2013).

In addition, the Ministry of Women Affairs, Gender and Community Development provides a framework for addressing gender inequality in universities (Zimbabwe Constitution, 2013). Thus, by drawing from the ZNGP of 2013 and integrating the gender perspectives in planning, policy making, programme design and collaborative partnership, it is important that various universities pursue their own gender specific policies and programmes (Mawere, 2013) through the following key roles and responsibilities.

Implementation – focuses on monitoring progress towards implementation and achievement of gender objectives outlined in the main gender policy. In addition it addresses, building in-house capacity for all staff in institutions to ensure a systematic integration of all genders through the analysis of the existing policy philosophies and statutes.

Monitoring and evaluation– is the responsibility of all implementing institutions involved and the key indicators for monitoring achievement of gender policies and representation of women in leadership positions through training opportunities that help them in decision making processes. In addition, monitoring and evaluation of gender policies in universities should be linked to the expected outcomes to be measured within a certain time frame (Association for African Universities, 2006)

Ministry of Higher and Tertiary Education Science and Technology Development

The main goal of this ministry is to advance policy issues raised in the cabinet. It also looks at the issues raised during the review of the implemented policies as enunciated in the 2015 MDG goals and the national vision 2020. Specific targets are set by the ministry which have to be achieved by universities. Systems are put in place to monitor the progress through Departmental, Institutional, Performance Agreements and Individual Institutional work plans. These are expected to formulate and carry out academic policies and appoint committees in charge of these policies who will be able to indicate departmental key result areas, goals, objectives and whether the policy requirements have been met (Mushuku and Chigora, 2014).

It is important that the gender commitment and empowerment is enacted and incorporated as shown above. Though, it is also evident that the gender equality policies are being implemented in all universities in Zimbabwe. However, concerns have been raised by stakeholders regarding the number of leadership positions held by females in most private and public universities (Mawere, 2013). For instance, in Zimbabwe as of 2013, there were only two female vice chancellors out of a total of fifteen universities (Mapolisa & Mugabe, 2013). Moreover, 87% of the principal positions which range from Vice Chancellor, Pro Vice Chancellor, Bursar, and Registrar within the universities are held by males. Interestingly, 62.5% of females hold the post of Librarian. These figures further indicate professional isolation through confinement to sex typed jobs despite the implementation of gender equality policies by the institutions (Mapolisa & Mugabe, 2013; Zvobgo, 2013; Nyoni, Nyoni & Ncube, 2014).

Given this backdrop, concerns have been raised through the media that transparency in institutional structures, a wise combination of strategies, and monitoring and evaluation of gender policies in enhancing female leadership appear to be disjointed and haphazard and raise eyebrows especially in the manner in which they are implemented despite the policies in place (The Mail and Guardian, 08 August 2014; Nyoni, Nyoni and Ncube, 2014; Nguyen, 2012; Gaidzanwa, 2007). Hence, it is not clear how these gender structures function, what the strategies for implementation are, including monitoring and evaluation of the gender equality policies. These are concerns which have been raised in the media

by different stakeholders (The Sunday News, 22 June 2014; Daily News, 28 July 2014; Nguyen, 2012). The current gender picture in Zimbabwean universities justifies this study which aimed to examine the implementation of gender policies to enhance female leadership in universities. This is because it is not quite clear what is obtaining on the ground in terms of the implementation of those policies.

It is against this milieu that the diminutive growth with regard to female leadership remains a cause for concern. Generally, there is paucity of literature on the implementation of gender equality policies as a means to enhance female leadership in Zimbabwean universities. The extant literature is on gender equality, leadership and gender policies in learning institutions which range from lack of career development of female academics, gender mainstreaming in primary, secondary and institutions of higher learning, gender inequality in leadership positions, types of female leadership versus male leadership, work and family conflict, performance of girls as compared to boys from primary to university level, (Gudhlanga, Chirimuuta & Bhukuvhani 2012; Chabaya et al. 2009; Mugweni, 2014; Shava & Ndebele, 2014; Mama, 2008; Mabokela, 2002; Makura, 2012; Zikhali & Maphosa, 2012; Mareva, 2014 and Chauraya & Manyike, 2014) gender and curriculum, female promotion to elevated management positions and gender mainstreaming.

It is evident that researchers have brought to the limelight the challenges and problems that have occurred during the implementation of gender policies which have proved that monitoring and evaluation of these policies is inappropriate and ineffective. Moreover, there appears to be a void of female leadership and how these policies are implemented. In an attempt to eliminate some of the gender inequalities at universities, the Vice Chancellor of one of the universities in Zimbabwe stated, at the international Conference on Gender Mainstreaming at Higher Education Institutions (GMHEI) in September 2014, that it is high time that universities in Zimbabwe start focusing on the good practices that are born out of the implemented gender policies. He alluded to the fact that, many conferences had been held focusing on what the implemented gender policies have failed to do. However, these conferences had come up with recommendations that are insignificant with little or no attempt to identify the good practices that these policies have

brought to the forefront in other universities in Zimbabwe in relation to the enhancement of female leadership in universities (Dodo, 2013). Hence, the study also investigated the pockets of good practices in universities under study.

Furthermore, the emerging pattern is that most of the scholars base their findings on mixed methodologies and descriptive surveys at the expense of qualitative methods and exclusion of male academics as participants (Osongo, 2011; Tsoka, 2010; Kipsoi & Kimengi, 2014; Mapolisa & Mugabe, 2013; Zvobgo, 2013; Nyaruwata & Nyaruwata, 2013; Mugweni 2014). It is vital to realise that when we address gender equality issues, it is not about females only but males as well. The researcher opines that, though the studies by other scholars may have been useful and may have added to the existing body of knowledge on female academics in academia, the exclusion of male academics from their samples may have led to biased results (Eustance & Martins, 2014). Thus, this study included both genders and utilised the qualitative approach as it sought to discuss the implementation of gender policies which have been put in place to enhance female leadership in universities in Zimbabwe. It also sought to find out pockets of good practice with regard to the implementation of those policies with the aim of suggesting a comprehensive gender equality implementation framework or model.

1.2 STATEMENT OF THE PROBLEM

Despite the implementation of gender policies which have been put in place to enhance female leadership within the universities as stated in the background of the study, the status quo remains unchanged (Dodo, 2013, Dube & Dziva, 2014; Osongo, 2011 and Mapolisa & Mugabe, 2013). Concerns have been raised by stakeholders regarding the number of females in leadership positions in most private and public universities (Mawere, 2013). For instance, in Zimbabwe as of 2013, there were only two female vice chancellors in fifteen universities (Mapolisa & Mugabe, 2013). Moreover, the principal positions within these universities which range from Vice Chancellor, Pro-Vice Chancellor, Bursar, and Registrar are held by males. Given this backdrop, concerns have also been raised through the media that transparency in institutional structures in staffing, a wise combination of strategies to promote female leadership and monitoring and evaluation of

gender policies for enhancing female leadership appear to be disjointed and haphazard and raises eyebrows especially in the manner in which they are being implemented despite the policies in place (The Mail and Guardian, 08 August 2014; Nyoni and Ncube, 2014; Nguyen, 2012; Gaidzanwa, 2007).

It is not clear how the gender structures are functioning, what the strategies for implementation gender policies are, including monitoring and evaluation of the implementation of the policies. These are concerns which have been raised in the media by different stakeholders (The Sunday News, 22 June 2014; Daily News, 28 July 2014; Nguyen, 2012). The current gender picture in Zimbabwean universities justified this study which examines the implementation of gender policies to enhance female leadership in universities. This is because it is not quite clear what is happening on the ground in terms of the implementation of those policies. It has been stated by some stakeholders through the media that there are pockets of good practice in terms of the implementation of the policies by the universities (The Zimbabwean, 12 April, 2014; The Newsday, 23 January, 2014; The Sunday 22 June 2014; Daily News, 28 July 2014; Diko, 2014). The study also investigated the pockets of good practice in universities under study.

Moreover, the common thread among scholars who have researched along these lines is that they base their findings on mixed approaches and descriptive surveys on what the gender policies have failed to achieve mostly using females as their sample, at the expense of qualitative approaches and use of both genders (Kipsoi and Kimenga, 2014; Mapolisa and Mugabe, 2014; Mugweni, 2014; Nyaruwata and Nyaruwata, 2013 and Osongo, 2011). This study sought this norm and utilise the qualitative research approach and inclusion of male academics.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to investigate the implementation of gender equality policies as a means to enhance female leadership in Zimbabwean universities and pockets of good practices.

1.4 RESEARCH QUESTIONS

1.4.1 Main Research Question

How do Zimbabwean universities implement gender equality policies as a means to enhance female leadership?

1.4.2 Sub- Research Questions

- What structures have the universities of Zimbabwe put in place in implementing gender policies to enhance female leadership?
- What strategies do Zimbabwean universities use to implement gender equality policies to promote female leadership?
- How do Zimbabwean universities monitor and support the implementation of gender policies to advance female leadership in universities?
- What comprehensive gender equality implementation framework or model can be put in place to enhance female leadership in universities?

1.5 OBJECTIVES OF THE STUDY

The main objective of the study examined the implementation of gender equality policies as a means to enhance female leadership in universities in Zimbabwe. The study further sought to:

- identify the strategies that universities use to implement gender policies to promote advancement of female leadership,
- establish the structures that are put in place to implement gender policies to enhance female leadership,
- reveal how universities monitor and support the implementation of gender policies to advance female leadership, and
- suggest a comprehensive gender equality implementation framework or model.

1.6 SIGNIFICANCE OF THE STUDY

Many countries have endorsed several national, regional and international resolutions with regard to gender equality. Their primary principles and guidelines act as a framework for some existing laws, policies and strategies that have direct and indirect import on women empowerment processes (Shakib, 2014). The perceived problem with gender

policies is that focus has been on female advancement in the political arena. In addition there is the lack of transparency on how the gender equality policies are implemented in universities leading to failure to yield expected results (Tenglerova, 2014; Zvobgo, 2013; Mugweni, 2014 and Madzara, 2013). Literature projected in the background of the study reflects that there are scanty studies that have examined the implementation of gender policies and pockets of good practices that exist within universities that promote female leadership. For this reason, the importance of gender policies and pockets of good practice that enhance female leadership should be brought to light. This study may contribute insights on the dearth of female leadership in universities despite the gender policies in place. The study may also be beneficial to university stakeholders (Ministry, Management, Academics and Gender Centres) through its theoretical and practical significance. Its importance for policy formulation may be used as a compass in guiding the changes that may be worth adopting for the implementation of gender policies in universities. This may assist to create awareness on phenomenon under study so that different approaches may be taken towards developing a comprehensive gender equality policy framework through pockets of good practice. Moreover, this study may be helpful to future researchers and scholars through results that have more relevance to opportunities, experiences and challenges on how gender policies influence female leadership in universities nationally, regionally and globally.

1.7 DELIMITATIONS OF THE STUDY

This study focused on the implementation of gender policies in Zimbabwean universities as a means to enhance female leadership. The study was limited to two state universities. The participants included Pro Vice Chancellors; Faculty deans; Deputy Registrars; Directors of gender centres; Faculty administrators; Departmental chairpersons and male and female academics.

1.8 DEFINITION OF KEY CONCEPTS

Implementation

Implementation is a process of putting the idea, programmes, or set of activities that are new to the people, attempting or expected to change the situation (Chinhara, 2016). This view supports Sabatier and Mazmanian (1980) who see implementation as, basically the carrying out of a policy. Thus, implementation is a process that involves interaction between the setting of goals and actions geared to achieve these goals. Implementation in this study will be used to denote how change occurs and how it is put into action.

Policy Implementation

Policy Implementation is a dynamic and evolving change process owing to the confluence of factors, including networked implementation structures that shape how policy ideas are translated into social betterment programs (DeGroff & Cargo, 2009).

Leadership

Though leadership has been defined in a variety of ways, in this study leadership will be used in the same manner in which Limsila and Ogunland (2007) and Shastri, Shashi, Mishra and Sinha (2010) use it. Leadership can be defined as the relationship between an individual(s) and a group of people built around some common interest, position, personality, responsibility, influence and behaviours to achieve a common goal. Consequently, in this study, leadership in university will be used as the unification and empowerment of both males and females through decision making processes if gender equality and a common interest is to be realised.

Gender Equality

According to UNESCO (2006), gender equality is the equal rights, responsibilities and opportunities for men, women, girls and boys. It is a human rights issue and a people-centred development mechanism. In this study, a holistic approach to gender equality will be applied as a way of identifying how the promotion of equal opportunities for male and female academics has affected the implementation of gender equality policies in university leadership.

Gender Equity

Gender equity is a vital social justice goal and is a process of being fair to women and men by distinguishing diversity and drawbacks and putting on the right track the resources and services to those that need them most (World Health Organisation, 2002). The concept gender equity in this study will be utilised based on the axiom that men have since time in memorial been leading the higher strata of academia, hence the need to critique this statement of belief by engaging gender equity through the implementation of the gender policies in universities to advance female leadership.

Pockets of good practices

Pockets of good practice are any experiences/initiatives displaying techniques, methods or approaches which function in a way that produce effects and results coherent with the definition of gender equality. They are considered to be effective in delivering gender equality as a transformative strategy, and, therefore, deserving to be disseminated and proposed to other organisational contexts (European Institution for Gender Equality, 2013).

1.9 CHAPTER OUTLINE

The outline of the study is presented in the form of six chapters as indicated below:

Chapter 1

This chapter gave a background of the study, the research problem, and significance of the study. In addition, the delimitation and definition of key terms used in the study are discussed in this chapter.

Chapter 2

The theoretical frameworks used are discussed in this chapter. Related literature is discussed under various themes as derived from the research questions namely: strategies used to implement gender policies to promote female leadership in universities; structures used to implement gender policies to promote female leadership in universities; monitoring and support of the implementation of gender policies to advance female leadership in universities.

Chapter 3

This chapter provides a detailed explanation of the research methodology that is followed in conducting the study. Therefore, issues of research paradigm; the research instruments (description and justification) population and sampling, and the ethical considerations are also discussed.

Chapter 4

This chapter focuses on the review of literature based on the research questions.

Chapter 5

Data is presented and analysed in this chapter through the data collection techniques discussed in the preceding chapter, namely, semi structured interviews, focus groups and document analysis.

Chapter 5

This chapter focuses on the research findings which are interpreted to give meaning with regard to the implementation of gender equality policies as a means to enhance female leadership in Zimbabwean universities.

Chapter 7

The summary of key and pertinent issues, conclusions and recommendations based on the results of the study and suggestions for future research are made in this chapter.

1.10 CHAPTER SUMMARY

The foregoing chapter comprised the general introduction to the study with a focus on the implementation of gender equality policies to enhance female leadership in Zimbabwean universities. The research problem was also discussed in the chapter, including the aims, objectives and research questions that guided the study.

In addition, the significance, delimitation and the key terms utilised in the study were also addressed. Lastly, a brief chapter outline of the study is also provided. The next chapter tackles the main concepts and the theoretical frameworks adopted for the study.

CHAPTER TWO

THEORETICAL CONCEPTS AND FRAMEWORKS

2.0 INTRODUCTION

The discussion on the implementation of gender equality policies to enhance female leadership in universities sheds light on the continued existence of the under-representation of females in decision making processes. In spite of the policies in place, the status quo remains unchanged. To address gender inequality in academia, the first part of the chapter looks at the various definitions of gender equality and policy implementation as given by various scholars. Relevant literature related to policy implementation and gender equality is presented. Thus it is imperative to set a good understanding of the relation between the two concepts and how they are going to be operationalized in order to give a lucid conceptualisation of the research under study. The second part of the chapter focused on the theoretical frameworks underpinning this study and how they aligned with the implementation of gender equality policies as a means to enhance female leadership in universities.

2.1 POLICY IMPLEMENTATION

Literature is replete with empirical evidence across the globe on how policy implementation has been defined and what it constitutes. Honalde (1979: 6) states that “implementation is the nemesis of designers, it conjures up images of plans gone awry and of social carpenters and masons who fail to build to specifications and thereby distort the beautiful blueprints of progress which were handed to them. It provokes memories of good ideas that did not work and places the blame on second class member of policy and administration team”. Thus, policies do not implement themselves but, require the implementer’s knowledge and competences to translate policy intentions into operational strategies and action (Schofield, 2004).

More specifically, the success of any policy lies in its implementation with regard to the execution of the policy directives which the decision makers have authorised in a well-planned and programmed way (Kuye, Thornhill and Fourie, 2002). It has emerged through research that in universities, policy is made through recurrent practices, attitudes,

assumptions and values of practitioners in the specific context at different levels in the policy hierarchy. According to Hariparsad (2004: 10) policy implementation is: "The basic knowledge on policy implementation in the context of educational change and reform is formidable, and important for examining and understanding the relationship between macro and micro level policies. Research on educational reform implementation has been, and still is, the subject of a substantial volume of research, database and analysis among scholars, both in developing and developed countries. Most of these studies have been more rhetorical than substantive in their impact in institutions of learning, thus exposing the dissonance between policy intention and policy outcomes at the level of practice."

Policy implementation therefore, relates to those actions by public and private individuals or groups that are directed at the achievement of objectives set forth in prior policy decisions. It is a stage in the cycle of a policy and is also viewed as process of carrying out and accomplishing policy (Pressman and Wildavsky, 1973). This definition suits the current study in many ways because it provides a greater understanding of why policy programs work or do not work and the factors that contribute to their success. Within this study, the implementation of gender equality policies to enhance female leadership in universities is a study on how change can occur in the culture and behaviour of universities, its academics and how change can be used to encourage and make female academics visible in decision making processes.

The foregoing definitions indicate that policy implementation is a dynamic and transformative process which must produce certain outcomes. It is the collaboration between policy makers and implementers and the roles that they play within the policy implementation process. Thus, the successful policy implementation depends on the extent to which the planners (university leadership) take grassroots levels (male and female academics') voices into account. In addition, Cloetie and Wissink (2000) state that when implementing policy, it is also vital that the context of the policy implementation is taken into consideration. Thus, attention to the social, economic, political and legal setting of a policy must be looked into because there is no policy which is context free.

In other words, the manner in which gender equality policies are implemented in Zimbabwean universities cannot be the same with universities in other countries; neither can it be the same within the universities in the same country. In this regard, the researcher sought to find out how gender equality policies are implemented in two state universities in Zimbabwe as a means to enhance female leadership and also examining pockets of good practices with a view to identifying similarities and differences in the manner in which the gender equality policies are implemented.

On the other hand, policy implementation has been viewed as a complex process because it is hard enough to design public policies and programmes that look good on paper. It is still harder to formulate policies in words and slogans that resonate with the leaders and the employees to which they should be responsive. Moreover, it is hard to implement them in a way that pleases anyone, including the supposed beneficiaries or clients Bardach (1977: 3). In other words, the needs of university leadership and management on enhancing female leadership may not be the same. In this regard, though dated, Matland (1995), is quick to point out that the success of implementation of policy is premised on its ability to execute diligently the goals and objectives present in the statutory mandate. In other words, for the implementation of gender equality policies in universities to yield positive results and put female academics on the map, there is a need for these institutions to show loyalty to these legal fiats that clearly stipulate that, it is compulsory to have gender equality policies in place within their universities.

Hence, the study sought to find out if there are implemented gender equality policies in place so that female empowerment in top positions can be attained. From the above, one can extract that policy implementation in universities should not be viewed as an inert process but one which involves translating resources into tangible outputs in order to achieve desired results (Sibanda, 2011). Rather, policy decisions should take place at all levels in the public system involving both policy makers and the local actors at all levels (Roste, 2005). Weimer and Vining (2005) posit that the logic of policy is important as a means of showing how every activity that is carried out in the process of policy implementation should point towards the vision of accomplishing the envisaged results. In this case, the vision should be the visibility of female academics in decision making

and leadership positions in universities. Clearly, the foregoing paragraphs show that the purpose of implementing gender equality policies in universities is mostly linked with a need for change (Fullan, 1993; Elmore and Skyes, 1992; Bhuyan, Jorgensen and Sharma 2010). In addition, Giacchino and Kakabadse (2003:144) study also came up with the core factors that underpin and influence successful policy implementation in institutions.

Table 1: Factors that influence successful policy implementation

SUCCESS FACTORS	DEFINED AS
(Effective) Approach	A well-researched and structured process to implementation, characterised by clarity of vision, thorough attention to detail and fast decision making.
Commitment	A tangible and visible political and administrative will to deliver policy.
Co-operation	Collaborative behaviour between stakeholders to a policy characterised by goal alignment, the development to strong personal relationships and a high willingness to share skills and information.
Effective Resourcing	The focused deployment of skills and resources in quantities sufficient to provide for critical masses.
Leadership	The ability to develop and command a following characterised by clarity of vision and a legitimate mandate.
Location of political responsibility	The power emanating from a place of position that holds political ownership for policy and its ability to command authority over the deployment of resources.
Management style	The enthusiastic and optimistic behaviour of management and the ability to adapt to prevailing circumstances.
Ownership	A perceived state of belonging to, and responsibility for, a policy implementation.
Role definition	The clear demarcation between individuals particularly between politicians.
Skills and abilities	The capacity and resourcefulness of individuals involved in implementation characterised by qualities such as extensive experience, adequate training and qualification, and a political approach to policy management.
Stakeholder involvement	Broad and active consultations with the persons or entities likely to affect or be affected by the policy.
Trust	A high degree of confidence in persons involved in the implementation initiative, characterised by belief that individuals will not sabotage the initiative, or cause deliberate harm.
(Use of) Networks	Utilising one personal informed relationship with other to gain access to or control over resources.
Values and beliefs	People's conviction of the rightness or goodness of a policy initiative because it is consistent with their personal values.

Giacchino and Kakabadse (2003:144).

The factors listed above align with the current study because they highlight how gender equality policies maybe be controlled by the implementers to achieve positive effects whilst, other factors show how they are controlled by the policy makers. Thus, all the

factors take into consideration the important roles that need to be played by all stakeholders in the implementation of gender equality policies in universities to enhance female leadership. To this end, this shows that even if the university leadership has the most logical policy in every manner, if the stakeholders lack some of the factors such as role definition, stakeholder involvement, co-operation and effective resourcing minimal outcomes may be realised.

As a result, the success of gender equality policies is shaped by the effectiveness of its implementation which largely depends on the sufficient resources, structural and systematic efficiencies driven by skilled, appropriately capacitated and competent workforce (Sibanda, 2011). Given these contentions, Maiz-Tome, (2010) state that policy implementation is an open process to citizenship scrutiny which does not guarantee success of policies that are not implemented well (Cerna, 2013). Birkland (2002) postulates that implementation of gender equality policies should be viewed as a small-scale version of the entire policy cycle with plenty of opportunities for refinement and fine tuning since it is a key component of the policy process. Learning from the problems encountered in implementation of gender equality policies in universities can create avenues that foster learning about ways on which gender equality strategies to adopt, gender structures to put in place and how to monitor and evaluate gender equality policies.

Simply put, policy implementation is a learning process on how the implemented gender policies can change the status quo with regard to female leadership in universities (Moodly, 2015). The critical condition for ensuring that policy implementation in universities is successful is ensuring that the policy is well interpreted by its implementers (Zvogbo, 2013; Stromquist, 2013). The shortcomings regarding female leadership in universities is as a result of, and an indication of, flawed gender equality policy implementation. Therefore, this study aimed to indicate where the gaps to implementation of gender equality policies may reside in universities, the possible problems encountered, and the new ways to invigorate the policy implementation strategies, structures and monitoring and evaluation processes to promote female leadership (Brynard, 2007). In summary, O'Toole (2000) further states that in policy implementation, the networked

organisational structures and strategies that allow policy ideas to take their shape as real world sections are of importance if gender equality with regard to female leadership positions is to be realised in universities. Understanding the implementation of gender equality policies in this study is therefore, important as this will guide the researcher on how universities can come up with a comprehensive approach where formulation and execution of these policies may be seen as part of the same process in enhancing female leadership in universities. The concept of gender equality is explored next.

2.2 GENDER EQUALITY

Several researchers have come up with conceptual frameworks for understanding gender equality. UN (2002) defines gender equality as the cornerstone of every democratic society that aspires to social justice and human rights. It means females have the same opportunities in life, such as education and employment as the males. UNESCO (2006) defines gender equality as equal rights, responsibilities and opportunities for men, women, girls and boys. It is a human rights issue and a people centred development mechanism which is also informed by the post 2015 development framework. Accordingly, gender equality is paramount because research shows that females continue to experience greater disadvantages than males as they continue to face discrimination, marginalisation and exclusion in universities (Zvobgo, 2015).

Most importantly, the recent Sustainable Development Goals which came into being on 1st of January 2016, also support gender equality which is represented under Goal No 5. The report on Resolutions adopted by the General Assembly on 25 September 2015 clearly highlights that “gender equality and empowerment of women and girls will make a crucial contribution to achieve all the 17 SDG goals and targets”. As such, women must enjoy equal opportunities in employment, leadership positions and decision making at all levels and that the gender gap should be closed through the engagement of men and boys.

Moreover, Derbyshire (2003) is of the view that gender equality should not be equated to equal numbers or equal treatment of males and females. It is about the total eradication of all forms of stereotyping in university leadership and how its practices and procedures

can promote females into decision making processes. The researcher is of the view that the implementation of gender equality policies to enhance female leadership in universities should be premised on identifying the unique needs and experiences of both male and female academics taking into consideration the socialisation processes they may have been exposed to from childhood (Status of Women Canada, 2005). Furthermore, studies reveal that gender equality is not about promoting women only, but it is a holistic approach to the African societal worldview and in deciding how gender equality should be promoted in institutions of higher learning (Assembly of African Union, 2009). As such, understanding the concept gender equality and how it is related to the implementation of gender equality policies as a means to advance female leadership in universities is also crucial.

Gender equality in this study is not about changing the rules and the regulations of the universities by passing binding rules. It is about identifying what the existing gender equality policies in universities in question have done to get rid of gender stereotypes, biases and discrimination to enhance female leadership in universities. This will ensure that progress made towards achieving gender equality in universities is monitored as it is the key to the improved representation of females in leadership positions in universities. Given this backdrop, the issue of gender equality in this study can be viewed as a stepping stone in addressing principal gender issues through the implementation of gender equality policies.

Rutoro, Jenjekwa, Reynosa and Chipato (2013) also bring in a different perspective to gender equality and define it as the ability of men, women, boys and girls to enjoy the same status and have equal opportunities to realise their potential and contribute to the well-being of their community and country at large. In addition, Billing (2009) also adds that for equal opportunities to be realised, gender equality has its foundation on 5 pillars namely that:

- men and women have the same intrinsic values,
- men and women are equally valuable in society,
- men and women should have equal rights and responsibilities

- there should be no discrimination on the grounds of gender and
- equality does not need to translate into sameness

This study is based on these convictions because the centrality of the implemented gender equality policies and female leadership in universities emerges from the fact that approximately half of humanity comprises females and yet their potential is underutilised, their aspirations undermined and their rights to access to equal opportunities marginalised (Maurtin-Caincross, 2015, Kangethe and Chivanga, 2014). Soyland, Skasho, Amble and Christensen (2000: 153) conclude that, “perhaps the inadequacy of the effort to achieve gender equality is not the main problem; instead the understanding, wish and the will to change constitutes the real change.” For this reason, the researcher opines that in order for Zimbabwean universities to contribute towards enhancing female leadership they need to possess the understanding, will and resources with regard to gender equality policies in place and how they can promote female leadership.

To circumvent the seeming challenges that universities continue to encounter in enhancing female leadership (Gudhlanga et al. 2012) postulates that the continued use of gender equality policies should be in a position to enhance positive actions which can open doors for women and men in all sectors. However, research shows that little progress has been made on the gender equality policies dimension (United Nations Development Fund for Women, (UNIFEN), 2010). Zulu (2003) further alludes that though gender equality is considered as one of the main reasons for transformation in universities globally, it is apparent that there is a void of the female voice in university leadership (Loots and Walker, 2015 and Madsen, 2012).

Against the above, it becomes clear why the UN in 1967 adopted the Convention on the Elimination of all forms of Discrimination against Women (CEDAW) as a way of identifying the root problem to the systematic pattern of undervaluing of women progress and leadership in all parts of the world. The fruition of this has been the increase of females in educational sectors, but the high percentage of females in leadership positions is yet to be realised (Makombe and Geroy, 2009 and Chabaya, et al. 2009). The use of gender equality as a human rights principle which is a pre-condition for sustainable people-centred development is used in this study and is in line with the relevant internal, regional

and local statutes that have already been discussed in the foregoing chapter which all address visibility and equal representation of females in top positions.

Unterhalter (2012) posits that despite the fact that gender equality has received so much pomp and fan fair globally, minimal changes have been realised in national universities. Hence, this research looks at state universities and enhancement of female leadership and how gender equality as a tool for empowerment, may open up closed avenues for female academics to challenge the status quo. Grunbery (2001) states that universities are the major means of empowerment through which both men and women could realise their potential. As such, it is critical that gender equality is promoted at higher levels with a purposeful and critical review of all the variables that affect female academics' equal representation in positions of leadership in universities (UNDP, 2003). These are fundamental for the achievement of equality, development and peace (Beijing Declaration, 1995, Paragraph 13; UNESCO, 2003). Gender equality in this study is imperative because it is often framed as a kind of a nationally encapsulated journey which is presented by a series of measurable progressive steps with an actual end station (Maatta and Luckhage, 2011). In this study, a holistic approach to gender equality is applied as a way of identifying the implementation of gender equality policies in universities and the extent of female leadership. Therefore, the link between policy implementation and gender equality forms the foundation of this study. The relationship between these two concepts may bring out the implications of the implementation of gender equality policies as a means to enhance of female leadership in universities. It is critical that even the theoretical frameworks that are used in this study are analogous with policy implementation, gender equality and how these influence the relationship between policy makers and policy implementers in universities. Given the above, the next section discusses the theoretical framework utilised in this study.

2.3 THEORETICAL FRAMEWORK

The theoretical framework a researcher employs will influence the research study. Theoretical frameworks give an opportunity to the researcher to show their understanding of the theories underlying the topic under research (Patton, 2015). The theoretical framework is a critical ingredient in research because it acts as a theoretical perspective

which underpins a given theme under scrutiny. Therefore, the statement of the problem and the research questions function as the building block in which the theoretical framework is anchored. Thus, it gives the researcher the opportunity to demonstrate how one understands the theories underpinning the research topic, such as the implementation of gender equality policy as a means to enhance female leadership in universities (Sikayile, 2011).

This study adopted the Feminist Critical Policy Analysis (FCPA) and two dominant traditional theories of policy implementation namely; the top-down and the bottom-up theories. The aims and objectives of this study persuaded the researcher to consider these frameworks to further understand the implementation of gender equality policies as a means to enhance female leadership in universities. The validation of each of these theories and their respective applicability to the study is provided in the following section.

2.3.1 The Feminist Critical Policy Analysis Theory

Feminist Critical Political Analysis (FCPA) theory developed by Marshall (1997) is ideological, centres on gender and states a clear value base and identifies formal and informal processes of power and policy that affect women and men advancement and full development. This theory serves as an answer and an innovation to the customary patriarchal definition of what constitutes policy and what good policy should entail. The feminist critical policy analysis aligns with this study because it is not embedded in one feminist theory but uses different and standing theories and methods such as the liberal, radical, critical, post structuralism, and these have all contributed in one way or the other in trying to bring to the fore and explain why female (academics) continue to be under-represented in many domains of decision making (McPhail, 2003). Though there are a number of strands that are aligned to the empowerment of females in institutions, there are three common goals within these strands which are:

- ❖ a major focus on the situation and experiences of females in relation to power in a society,
- ❖ a centralisation of females as participants in the investigation process, and
- ❖ an emphasis on developing interventions to improve female positions in society (Maurtin-Cairncross, 2015: 574).

Given the foregoing the three common goals fortify the justification for using the feminist critical political analysis theory. Moreover utilising the feminist critical political analysis theory is premised on the fact that it builds on, and pivots around, the recognition of the existing women's oppression and seeks to address the unjust and discriminatory gender relations. At the same time, the feminist critical political analysis theory narrows and expands its purposes by focusing on the effects of policy on females and insists on producing new syntheses that in turn become the ground for further research, praxis and policy which challenges the masculine views that have been normative to date (Kanenberg, 2013; Mansfield, Welton & Grogan, 2014). Thus, such an inclusive and well defined theory may serve as a relevant tool for understanding how female advancement to leadership positions can be promoted through the implementation of gender equality policies and promotion of good practices within universities.

According to Bensimon and Marshall (2003), the feminist critical political analysis theory is crucial because it moves beyond academic debate by providing a roadmap on how to uncover patriarchal practices. The tenets of the feminist critical political analysis theory are mutuality, co-operation and shared power. These align with the study which also supports co-operation from policy makers and policy implementers and sharing of power in decision making processes. As a result, adopting this theory helped investigating policy implementation, its origins and consequences with an eye towards justice, equality, human emancipation and enhancement of female leadership in universities (Marshall, 1999). This theory was ideal for this study because it shed light on the invisible, but significant values that have been ignored within the implementation of gender equality policies and how they can enhance female leadership in universities. In other words, it makes female academics' voices and experiences central in order to uncover and remove the blinders that obscure the capabilities of female academics (McNae and Vali, 2015).

In addition, the feminist critical political analysis theory has over the years proved to be ideal because it informs the work of many gender reformers in universities and that of policy makers. This theory is anchored in the vision of a just moral order. Moreover, the feminist critical political analysis theory enables us to realise that universities must be empowered and be in a position to support thought and policy action beyond the

constrained and distorted thinking and behaviour of policy actors who may implement these policies to suit their own needs. Consequently, if the university leaders are serious about transforming universities so that female academics can be included in the leadership positions, then the feminist critical political analysis theory is ideal for the study to help address these patriarchal trappings (Raburu, 2015).

Cognisant of that, the researcher subscribes to Bensimon and Marshall's (2003) assertion that the feminist critical political analysis theory is gender conscious and not gender blind and it is in a position to eradicate power asymmetries, domination and change the structural relations between males and females in academia. In their earlier study, Bensimon and Marshall (1997: 6) also argue that feminist critical political analysis theory is:

- founded on being able to critique or deconstruct conventional theories and explanations and reveal gender biases inherent in commonly accepted theories, constructions, methodologies and concepts and,
- involves reading policy studies with a critical awareness of how androcentrism is embedded in the disciplines, theories of knowledge and research designs that are foundational to conventional policy analysis which are ostensibly neutral and nurtured.

The point arising from the feminist critical political analysis theory is that it employs methodological tools that provide a more complete understanding of policy from the perspective of both policy makers, policy implementers and those affected by the policy (Shaw, 2004). The feminist critical political analysis theory was also ideal for this study because it offers alternative lens through which to examine policy implementation and could be utilised to uncover the gendered nature of universities. It can be noted that the feminist critical policy analysis theory also acted as a framework in guiding the researcher in choosing the data collection methods and determining how data were to be analysed and discussed.

Furthermore, the researcher found the feminist critical policy analysis theory relevant to the study because it is built on the foundation that humans are of equal status and the opportunities available should be transparent to everyone irrespective of gender. It also focuses almost exclusively on gender as a unit of analysis (McPhail, 2003). As a result,

using this theory was advantageous to this study because it highlighted the plight of female academics and directly questioned the entire policy implementation process which hinders female enhancement to leadership positions in universities. This it does by creating sufficient pressure to alter the existing power dynamics (Shaw, 2004).

A study done by Fischer (2003) also posits that it is important to use feminist critical policy analysis theory with regard to policy implementation as it helps to unravel ways in which various elements of policies can create arduous barriers particularly to female academics. Many of the barriers that females encounter are not visible when female leadership is examined using more conventional models. This is because the gender equality policies that seem so neutral on the surface actually act to reify discriminatory practices. Thus, the use of feminist critical policy analysis theory placed the researcher in a position to question how female academics in universities are presented, reproduced, regulated and retained (Pillow, 2003: 151).

It can be interpreted from the foregoing that the feminist critical policy analysis theory was commensurate with this study because it explains the private and public male and female divide and the manner in which power inequities are created and reinforced in scientific and academic institutions (Marshall, 1997; Harding, 2006; Mawhinney, 1997). On another note, Mansfield, et al. (2014) state that the feminist critical policy analysis helps to guide researchers to pay heed to how the problem of policy implementation is framed and to take cognisance of who benefits from the manner in which the problem is articulated and in which manner is the problem addressed. As a result, this theory was adopted for this study because it facilitates the exploration of policy roots and processes and how gender equality policies in universities, which are presented as reality with regard to putting females on the map, are often rhetoric (Dien, Young, Welton, Mansfield and Lee, 2014).

Furthermore, Weaver-Hightower (2008: 153) postulate that the feminist critical policy analysis theory is crucial to adopt in policy implementation studies because the creation of policy is an “extremely complex and often contradictory process”. Hence, its importance lies in capturing the full complexity of policy contexts and the evolution of policy over time

and how such policies can be implemented in such a manner that they are not just pieces of paper in black and white that are only concerned with the creation of winners and losers (Levison, Sutton and Winstead, 2009). The feminist critical policy analysis theory also ascribes to the view that it is vital that strategies are devised to make sure that gender relations not asymmetric. The opportunities for universities to come up with their own strategies to implement gender equality policies to enhance female leadership was not only in line with feminist critical policy analysis theory, but also with one of the research questions used in this study which promotes equal relations and opportunities between male and female academics.

In addition, the feminist critical policy analysis supports the need to understand the universities' environments and notes that the "what has not yet taken place" questions have to be asked differently and in an overt manner so as to address the existing problem. For instance, why, despite years of advocacy on the implementation of gender equality, female leadership in universities remains low due to restricted access to power (Shaw, 2004). It is a theory that can be best understood as an approach to policy research that adopts the theoretical and epistemological assumptions of critical, radical and liberal feminism (Marshall, 1999).

The foregoing aspects of the feminist critical policy analysis theory are the principal reasons why the theory adds weight to the study, whose interest is on identifying how the policy makers in universities and the local actors interpret the meaning of their experiences and opportunities with regard to the implementation of gender equality policies as a means to enhance female leadership in universities. Furthermore, the fact that this study adopted a qualitative approach which underlines the importance of collecting data within the natural setting of the participants, further justifies the use of this theory. This is because the study heavily leans on practice and environment which allows participants to express and voice out their experiences within their own natural settings

The following section justifies the use of policy implementation theories to understand the interlocking relationship of the gender equality policies and emancipatory struggles between male and female leadership in universities.

2.3. 2 The Policy Implementation Theories

There are different approaches to policy implementation by different scholars which highlight how policies can induce change or how to induce change in universities (Parsons, 1995, Windrum, 2008). However, research shows that innovations in some public services (universities) are often analysed as top-down activities initiated by policy makers rather than bottom up activities initiated by actors from the lower levels. Hence this study will hinge on both the top-down and bottom-up policy implementation theories by Van Meter and Van Horn, (1975) and Lipsky, (1981) with the hope of bringing out their importance and the role they play in the implementation of gender equality policies and enhancement female leadership in universities.

2.3.2.1 The Top-Down Theory

The top-down theory, whose proponents are Van Meter and Van Horn (1975) and Mazmanian and Sabatier (1979), assumes that policy implementation begins with the decisions made by central government (centralised power). This theory is discriminatory, hierarchical in nature, has authoritarian instructions and makes clear demarcations between policy design and its execution, thus controlling the implementation process. The role of the academics remains restricted because they are viewed as adopters of innovations made by policy makers rather than the innovators (Saari, Lehtonen and Toivnen, 2015). This theory is policy centred and represents the policy makers' views (Paudel, 2009). Van Meter and van Horn (1975) and Sabatier and Mazmanian (1979, 1980) allude to the fact that effective policy implementation requires a good chain of command which is formulated from the top of the pyramid by the central government and passed on in a hierarchical manner to the line personnel who are expected to carry out the instruction without any questions asked. The work of Van Meter and Van Horn (1975) was useful in this study that sought to understand the nature of the implementation of gender equality policies in universities.

According to Barret (2004), the top-down implementation theory puts the main emphasis on the ability of the decision makers to produce unequivocal public policy objectives and to control the implementation process. Hill and Hupe (2009) contend that the top-down

theory takes a prescriptive format that interprets public policy as an input factor and public policy implementation as an output factor. Therefore, the top-down implementation theory implies that adequate bureaucratic procedures are already established to ensure that public policies are executed as accurately as possible. To this end, it may be inferred that public institutions should have sufficient resources, a clearly established implementation system, clear responsibilities and hierarchical control to supervise the actions of the implementers (Pulz and Treib, 2010).

This theory states that implementation is the process of interaction between the setting of the goals and actions geared towards achieving them. The goals of the policy have to be clearly defined and understood and the resources have to be made available (Van Meter and Van Horn (1975). Donahue and Bornman (2014) also posit that in policy implementation, it is crucial to have clear policy mandates. The researcher opines that an enforcement of such mandates using the top-down theory can help in promoting females into decision making position because the theory emphasises the faithfulness with which implementation adheres to the policy makers' intentions.

As such, the top-down theory is structured around the use of professional leadership, provided by external resources that plan, implement and evaluate development programmes. These development programmes may be strategies and the structures that need to be put in place by universities to enhance female leadership, which the study investigated. This theory is most ideal in the early planning stages of the policy implementation. For instance, the Government, Ministry and ZNGP 2013 control and act as guides to all the universities. Thus, the universities are expected to draw from the existing government policies on how to implement their own gender equality policies within their institutions. The study also sought to establish if the gender equality policies in universities under study were implemented in line with government gender policies.

It may be argued that the emphasis of this theory is in controlling, not only the resources, but also the institutions and the individuals in it. To do this, the top management must be in control of the implementation process through a programmed strategy leading to policy effectiveness. This is characterised by planning how policies will be implemented without

the consultation of the implementers. There is the notion that university leadership knows what the subordinates need (Hill and Hupe, 2009). As a result, the top-down theory follows the Weber construction of an ideal bureaucratic organisation (Van Meter and Van Horn, 1975) because it is argued as Rousseau puts it across, that the policy theory is of the belief that “everything is good when it leaves the creator’s hands but degenerates in the hands of man”. In other words, it is assumed that policy is good when it leaves the hands of the university management but somehow goes wrong in the hands of the university employees” who in the case are the policy implementers. Reason being the implementers may use their own discretion in the implementation processes and this can deflect the policy goals.

The justification for using this theory was the fact that university management ought to be involved in the policy implementation right from the beginning because they are the ones who are held accountable for the success or failure to promote females to top positions. In view of this, this theory states that management must be in firm control of the resources and the academics in order to forge links between the causes and effects of the policy. Furthermore, it was important to adopt this theory in this study because the researcher sought to find out what role policy makers played to promote female leadership and to determine whether the gender equality policies in place at the universities (if any) were not cosmetic policies.

Parson (1995) is of the view that for an ideal implementation of policy using the top-down theory approach, the following five conditions have to be adhered to:

- The ideal implementation should be a product of a unitary, with clear lines of authority.
- Norms should be enforced and objectives given.
- People will do what they are told and asked.
- There should be a sound communication process between units of organisations.
- There should be no pressure of time.

Thus, the top-down theory is imbued with elements of a theory of cause and effect whose basic logic is that if A is done at point B, then C will necessarily result (Parson, 1995). The top-down theory emphasises that the original intention of policy implementation should

be carried out as expressed on paper so that the desired objectives are accomplished. Where the situation on the ground is different from the set goals, the continued existence of under-representation of female academics in leadership positions would mean policy has not been successfully implemented. Therefore, the study sought to find out how the gender equality policies are being implemented from the top based on the truism that the dearth in female leadership subsists in universities.

Given this backdrop, Sibanda (2011) notes that policy implementation is not automatic or a straight forward issue, but a complex process. This theory does not only align with the study but also allows the top authority of the university, (PVC, Deans, Registrars and Gender Directors) to examine the extent to which the objective of implementing gender equality policies can be achieved by asking the following questions:

- To what extent were the actions of the implementing officials and target groups consistent with the objectives and procedures outlined in that policy?
- To what extent were the objectives attained over time, and to what extent where the impacts in line with the objectives?
- What were the main tenets that affected the policy outcomes, especially those relevant to the official policy?
- How was the policy formulated over time on the basis of experience?

The foregoing is indicative that that the top-down theory is clearly prescriptive and as such fits the study because it clearly states what is expected to be done, the steps to be followed in universities for successful implementation of gender equality policies to enhance female leadership. This theory does not only show the top management of the universities (VC, PVC, Registrars, Deans and Gender Directors) how to complete the goals and objectives of the gender equality policies, but also how the objectives may fix the problem of lack of female leadership in universities. The policy elites such as (VC, PVC, Deans, Registrar and Gender Directors) are responsible for the top down theory and should create proposals on how to promote female leadership and gender equality via strategic management committees and be in a position to delegate the development and implementation of gender equality policies in universities (Pulzl and Treib, 2007 and Paudel, 2009). Moreover, central implementation is important in order to provide a monitoring and evaluation framework, because without such structures it is disastrous to wait until the end of period to evaluate (Zvobgo, 2013). This study therefore, sought to

identify the role that is played by the top management in Zimbabwean universities in implementing gender equality policies as to enhance female leadership.

The researcher preferred the use of the top-down theory in this research because of the differing views about the best way to enhance female leadership in universities. As such, distinct policy directives from top management, together with the execution of such directives, would be the most effective means by which the existing status quo in Zimbabwean universities may be addressed. In the words of Donahue and Bornman (2014), a top-down theoretical orientation to policy implementation suggests that progress can indeed be made with female leadership in (Zimbabwean) universities if procedures are clarified, directives are given and the appropriate authorities assume responsibility and control of its implementation.

The top-down theory is based on the grounds that policy designers should have a good knowledge of the capacity and commitment of the policy implementers which include monetary and human resources Sibanda (2011) finding sponsors, legal authority and autonomy. Universities therefore, should be well informed about the policies they intend to implement and these should be directed by experienced personnel on the ground and also ensure that there is adequate funding. This will ensure that the strategies and the structures they use to implement gender equality policies to promote female leadership do not conflict with their expectations. Therefore, the commitment which is emphasised by this theory was also vital for this study which sought to find out if the gender equality policy implementers shared common values and goals as the policy designers in connection with the phenomenon under study.

This theory fits into the study because gender equality policies in universities can only be implemented if the policy makers are deeply entrenched in the whole implementation process to enhance female leadership. However, this theory also comes into play with a number of criticisms that have been levelled against it.

Criticisms of the top-down theory

Despite the fact that this theory aligns with the study, it has also been criticised for failing to take into consideration the logical relationship between input processes and output

processes (Sibanda, 2011). Another underlying criticism is that the top-down theory has been found to have too much focus on clear goals and objectives which represent the policy makers' views (Van Meter and Van Horn, 1975, Matland, 1995). Therefore, using this theory is viewed as an administrative process from the top. As such, it is accused of side-lining the fact that policy implementers also have the expertise and knowledge of the true problem on the ground. Local actors are viewed as disablements to successful implementation process and ones whose behaviour needs to be curtailed (Gholipour, 2012).

The top-down theory is also criticised for failing to capture right from the onset, numerous barriers that implementation of policies carry from the early stages such as giving more power of the policy makers (Hill and Hupe 2009). This theory lacks behavioural basis because the implementation of policies which is meant to lead to effective practices is vague leading to the discretion being exercised by those who have the responsibilities of implementing the policies. The main disadvantage of this theory is that, since the policy makers are the central decision makers, they can divert from the original plan to suit the prevailing situation at the expense of policy implementer's contributions (Sajid and Khan, 2006). Furthermore, the problems associated with this theory is that it also fails to take into consideration that policies are likely to change as they are being implemented and that it is very rare that all preconditions needed for policy implementation to be effective would be present at the same time. Borrowing from Paudel (2009) the top down theory neglects the reality of policy modification or distortion at the hands of the implementers and this can lead to resistance, disregard and pro-forma compliance.

Despite the limitations stated above, the top-down theory was used because the researcher felt it was paramount that the voice of the top management in universities be illuminated with regard to the phenomenon under study as these would be in a position to address aspects such as: the role and responsibility they play as policy makers, the stakeholders involved and how they are involved, how the resources are sourced out and who is responsible for the resources that are connected with implementation of gender equality policy, and opportunities, achievement and challenges the top management have experienced in enhancing female leadership through the implementation of gender

policies in universities under study. Sibanda (2011) posits that it is the limitations of the top down theory, as highlighted in the foregoing paragraphs, that led to the bottom up approach to policy implementation which does not only recognise, but also emphasises the principal role played by those who implement the policy.

2.3.2.2 The Bottom-Up Theory to Policy Implementation

The bottom-up approach by Lipsky (1980) also informed this study. The theory takes into account the vital roles that are played by the policy implementers at all the stages of the implementation process (Howlett and Ramash, 2003). This theory is a reaction to the overly structured and bureaucratic top-down theory (Lipsky, 1980). Unlike, the top-down approach, this theory takes the opposite route and begins the implementation process or chain of command from the bottom going up taking into account the views and the activities of the so called local implementers. According to Riccucci (2005), the bottom-up theory is a total departure from the classical model of public policy implementation process which suggests a top down hierarchical approach. Thus, this study ascribed to this approach as well because it points out the fact that policy outcomes, goals and objectives should not be left entirely in the hands of the top management (PVC, Deans and Directors of Gender Centres) but the policy implementers (Chairpersons and academic staff, both male and female) who operate at micro-implementation level should also be involved (Lipsky, 1980).

According to Koonzt and Newig (2014), the bottom-up approach begins with policy targets and works backwards to identify implementers and policy structures which may affect behavioural change. They further, allude that with the bottom-up theory, policy implementation is viewed as being successful when policy makers are in a position to understand in which part of the institutional network particular tasks are performed best. For instance, these may be tasks aligned with the enhancement of female leadership through implemented gender equality policies and how these tasks may affect the behavioural of the policy target. This explains why this theory was adopted because, as Sibanda (2011) observes, the key advantage of adopting the bottom-up theory is the formal and informal relationship of the various sub-systems involved in the making and implementation of policies. Thus, this theory advocates equal representation and

collaboration by all stakeholders of the university to address problems within the universities that can promote equal representation of both male and female academics in leadership positions (Koonzt and Newig, 2014).

Linked to the aforementioned, Barretti (2004) postulates that the bottom-up theory is a way of studying policy design and implementation that considers the abilities and motivations of the lowest level implementers and tracks policy design from that low level to the highest level of policy design. In simple terms, use of this theory means that right from the onset of policy formulation to its implementation, the policy implementers are involved. Furthermore, one of the arguments why this theory is aligned with the study is because it values and appreciates how conflict can be alleviated by bargaining and in some instances compromising to maximise the likelihood of achieving policy goals without upsetting the formal authority of the policy makers (Elmore, 1985 and Lipsky, 1980).

Matland (1995), also states that the bottom-up theory places more emphasis on factors that cause difficulties in reaching stated goals because it is at micro level that policy implementation directly affects people. Cognisant of that, Hill and Hupe (2002) argue that policy implementation is largely dependent on the attitudes and practices of micro-implementers. Thus, the implementation of gender equality policies is, in the same way, dependent on the practices and attitudes of the male and female academics in universities who in this case are the policy implementers. Accordingly, this theory was commensurate with this study because Lipsky (1981) highlights the shows that control over policy actors is not the best way for effective policy implementation. This is because people (academics) cannot be regarded as chains in a line of command.

In addition, by adopting this theory, policy designers in universities may identify more appropriate and ideal tools for implementing gender policies and enhancing female leadership than those initially chosen. This may act as guidance to possible and concrete solutions towards the study problem. Furthermore, the role policy implementers' play is fundamental because it drives them to come up with tangible strategies which will enable them to maintain order within their environment (Sibanda, 2011and Hoyrup, 2010). In

other words, the sustainability and success of gender equality policies in universities is dependent on the street level bureaucrat's familiarity with the policy.

Van Vught (2009) also underlines in the bottom-up theory, the policy makers follow rather lead the change process initiated at departmental, faculty and institutional level. One of the reasons is that though the university leadership may have a better understanding of the local actors' needs, their creative potential for meeting those needs is often under-utilised as compared with the policy implementers who normally have exposure and relevant network contacts which may lead to potential sources of new knowledge and ideas on how female leadership can be enhanced (Kesting and Ulhoi, 2010; and Chesbrough, 2011). The bottom-up theory aligned with the study because it highlighted that the relationship between policy and practice is not linear, rational and a predictable process as in the top-down theory. The bottom-up theory was also commensurate with this study because it hinges on the ideas that the policies implemented should be consistent with the hopes, wishes and the behaviour patterns of the policy implementers. Therefore, the researcher also sought to find out how the policy implementers understand the gender equality policies with a view to promoting visibility of females to top positions or how the human side of policy change is contextualised within their universities.

It should also be noted that the bottom-up theory believes that there cannot be a theory of implementation which is context free. There is need to have adequate information and explanation of the implementation process because it cannot be divorced from policy formulation (Pulzl and Treib, 2007). More specifically, the proponents of the bottom-up theory view policy implementation as an intense and communicative process, with teamwork, and focused leadership (Darling and Hammond, 1990). This theory was utilised in this study because it buttresses the system of policy implementation and why policy implementers should be aware why intended outcomes are not always achieved leading to unexpected outcomes (Makinde, 2005; Guro and Weber, 2010). This theory further allows policy recipients (HODs, male and female academics) to view effects of the policy once it has been legislated or pronounced. In addition, the researcher is of the view that the bottom up theory was vital for this study because it gives the universities the

opportunity to practice autonomy and discretion that may in turn allow them to respond to different needs of their clients who, in this case, are the female academics.

Autonomy

This is an important concept in the bottom-up theory and also within the study since it advocates self-regulation and independence (Lipsky, 1980). Thus, this study also sought to find out whether universities have autonomy with regard to the implementation of gender policies to enhance female leadership. In addition, this theory was in line with the study because it shows how the issue of autonomy should be understood in the context of the effort that the department, faculty and its academics put to ensure that they deliver the services (gender equality policies) under immense pressure and scant human and monetary resources without upsetting the formal authority (university leadership). In other words, without a level of autonomy and discretion, the work of the policy implementers would be a mammoth task (Sibanda, 2011). Thus, this theory is relevant because it opens avenues for universities to advance their own personal interest such as creating gender balance within their institutions and promoting pockets of good practice with regard to phenomenon under study.

Discretion

According to Lipsky (1980), the exercise of discretion in policy implementation by policy implementers can also affect policy outcomes. Discretion is the capacity and obligation to decide what actions are appropriate and the ability to effect those actions. It may be argued that the universities' discretion is centred on being able to decide which strategies to use, which structures to put in place and how monitoring and evaluation of the policies will be carried out to enhance female leadership through the implementation of gender equality policies. Wong (2007), further postulates that the working conditions of universities actually allow for discretion and the ability to interpret the policies to meet specific and core demands of their institutions.

It can be concluded that the use of the bottom-up theory was justified for this study because it is participatory in nature and it ensures that the policy implementers in

universities have a better chance of understanding the objectives of the policy (Drlik and Skalka, 2011). Moreover, they have a sense of belonging and commitment to the successful implementation of gender equality policies to enhance female leadership in universities thus, preventing alienation of the very implementers of the policy (Paudel, 2009). Since both male and female academics were included in the sample of the study, this theory provided the researcher the opportunity to incorporate their awareness and perceptions as implementers of gender equality policies in universities. Despite acknowledging the importance of the bottom-up theory in this study, the theory also comes with its fair share of limitations which have been advanced by various authorities and these are discussed below.

Criticisms of the bottom-up theory to policy implementation

The bottom-up theory is criticised for the over-valuation of the degree of actual local independency and autonomy. Matland (1995) highlights that the autonomy that the policy implementers may possess can be adequate when the goals of the policy designers and the implementers speak to each other. However, if such goals differ, the autonomy that the street levels have may point to policies with lower or no success on official goals. Fullan (1993) also says that the disadvantage of the bottom-up theory is that it corresponds to decentralised power and tends to err towards chaos. Another criticism levelled against this approach is that it relies on different interpretations of the actors involved in explaining the implementation performances. Hence, it ignores the fact that the central actors are the “owners” of the strategic goals and resources (Cerna, 2013). Regardless of the limitations highlighted above, the bottom-up theory was adopted because it enabled the researcher to thoroughly describe the responses of the policy implementers and how they aligned with the phenomenon under study during data presentation, interpretation and analysis.

2.3.2.3 Validation for adopting the top-down and bottom-up theories

Despite the fact that literature continues to abound with parsimonious theoretical frameworks describing policy implementation, both the top-down and bottom-up theories are powerful heuristic tools. Matland (1995: 171) concludes that “under certain conditions

it is most appropriate to use either a top-down or a bottom up perspective. It is important to recognise that both these schools of thought comprise of a kernel of truth relevant to policy implementation situations". This study adopted both theories to counteract the criticisms levelled against each of them. Ironically, these theories appear to side-line each other's assumptions even though they attempt to cover the main tenets of policy implementation. Therefore, the researcher opted to adopt both theories because they create a better study relationship with the implementation variables, of course illuminating the importance of female leadership in universities.

Moreover, the use of both theories allowed the investigation of the views of both policy makers and implementers. This study thus, benefitted from the strengths of both approaches while at the same time minimising their weaknesses.

Additionally, both theories are founded on recursive and cyclical views of innovation in universities as illustrated below:



Figure 1: The relations between the Top-down and the bottom-up theories

Source: Saari, Lehtonen and Towonen, (2015: 332).

The above illustration indicates that though coming from different perspectives, both theories tackle the same problem in universities on how female leadership can be stimulated and how their capabilities can be empowered. Thus, while the policy makers' views are embedded in both theories, the needs of the policy implementers are also illuminated in the formulation of the policies for gender equality (Saari, et al, 2015).

Therefore, the utilization of both theories was appropriate for this study because the research under study comprised of participants who fell under the top-down approach

namely the PVCs, Registrars, Deans, Directors of gender centres and Senior Assistant Registrars who may be directly involved in giving instructions on how gender policies should be implemented in universities to enhance female leadership. On the other hand, participants who fell under the bottom-up approach namely the CODs and the female and male academics who are expected to deliver the policy were also involved. Therefore, (Gholipour, Jandagi and Fallah, 2012) because it supports that policy makers and implementers interact regularly at different states at macro and micro levels for successful implementation of gender policies in universities (Suggest, 2011). The top down and bottom up theories were adopted in this study as a point of departure for innovation and empirical analysis of how female leadership can be enhanced through the implementation gender equality policies in universities.

2.4 CHAPTER SUMMARY

The foregoing chapter highlighted the importance of policy implementation and gender equality and how they are related to the study and how they are going to be utilised. In addition, a detailed description and alignment of the theoretical frameworks to be adopted in relation to this study is also given. Several authorities' work were reviewed to help form a foundation of the researcher point of departure in this study. The chapter that follows next focuses on the review of related literature on the implementation of gender equality policies to enhance female leadership in universities.

CHAPTER THREE

EMPIRICAL STUDIES ON IMPLEMENTATION OF GENDER EQUALITY POLICIES TO ENHANCE FEMALE LEADERSHIP IN UNIVERSITIES

3.0 INTRODUCTION

The burgeoning literature on female academics and their poor representation in leadership positions in universities continues to direct scholarly attention of female academics' over-representation in the lower rungs of the university and their under-representation in the decision making positions (Grogan and Shakeshaft, 2014). The perplexing issue is that regardless of the pervasive outline of gender equality policies in universities as highlighted in the foregoing chapters, female academics are yet to reach the higher echelons of the university rungs (McNae and Vali, 2015).

This therefore, calls for a critical analysis of the situation on the ground in universities that continues to hinder female advancement. To achieve this, a selection of available documents both published and unpublished which contain information, ideas, data and evidence written from a particular standpoint to fulfil certain aims or express certain views on the topic and how it will be investigated was made. Knowledge gaps were identified to place this study into its appropriate perspective between the implemented gender equality policies and the ideal practice. The study also drew from the good practices that universities have put in place to promote the visibility of female academics in leadership positions. In order to understand the unique culture of universities, this chapter explicated the strategies, structures and monitoring and evaluation that the universities espouse in promoting female leadership through the implemented gender equality policies. This section commences by considering:

- a) strategies used to implement gender policies in universities to enhance female leadership,
- b) structures used to implement gender policies to enhance female leadership in universities,
- c) monitoring and evaluation of the implementation of gender policies in universities.

3.1 STRATEGIES USED TO IMPLEMENT GENDER POLICIES IN UNIVERSITIES TO ENHANCE FEMALE LEADERSHIP

Over the years, there has been a growth of awareness and a substantial increase in commitment to gender equality in universities. As a result, this has given rise to the implementation of different strategies and gender equality policies that universities can use to promote female leadership for sustainable development of both genders in universities. Recent stock taking points to the fact that different strategies, particularly at university level, are urgently needed to revitalise the dearth in female leadership in universities as an issue that cuts across the whole university system. This section therefore, highlights the different strategies that can be used to enhance female leadership in universities, namely;

- a) organisational culture in universities that promotes female leadership,
- b) gender mainstreaming in universities and enhancement of female leadership, and
- c) affirmative action and promotion of female leadership in universities.

3.1.1 Organisational culture and enhancement of female leadership in Universities

Organizational culture, though pervasive, is at the same time imperceptible. It plays an important role in establishing an organization's identity by giving it value, direction, and purpose in order to increase performance as well as enable an organization to adapt to external environment settings (Kuang and Marshall, 2010). Accordingly, (Singh, 2007; Van Den Berg and Wilderom, 2004 and Robbins and Judge, 2011) state that organizational culture is a co-ordination of shared meaning held by members, that makes a distinction of the organization from other organizations. Organizational experiences form part of organizational culture. As such, the researcher assumes that universities have a duty to ensure that there is a conducive organisational culture which talks to its values and beliefs while at the same time promoting visibility of females in leadership position through gender equality policies.

There are still large gaps in understanding organisational culture and female leadership (Zulu, 2011). The organisational culture of a university can put people at a disadvantage especially if they are not part of the majority. Organisational culture is meant to be the oil

that lubricates the wheels of an organisation. In fact, it is important to provide a conceptually and empirically sound assessment of organisational culture that male and female academics encounter in universities and how the same organisational culture influences the implementation of gender equality policies as a means of enhancing female leadership. In this study, the existing organisational culture in universities is seen as the principal survival of an institution because it is meant to create a sense of security and stability among employees.

According to Kadhem and Khalili (2013), a conducive organisational culture is vital if the use of skills and abilities from both genders in universities is to be efficient. Furthermore, in order to benchmark the progress in enhancing female leadership in universities through gender equality policies, it is vital to create a talking university, with gender sensitive messages, as well as to review organisational culture, university leadership and management structures to ensure a fair representation of both genders. This means that the organisational culture in universities should be developed in such a way that it achieves recognition and appreciation of both genders within the leadership realm.

Furthermore, Dube and Dziva (2014) in Zimbabwe, and Seshamani and Shalumba (2011) in Zambia posit that a fair representation of both genders in universities is still a pipeline dream. These researchers describe the current situation in universities as male bloated institutions, with chronic and gross gender bias that has failed to burst. As a result, gender blindness continues to rear its ugly head on the decisions and development priorities that are made which lend themselves to organisational inertia and gradual skewed development of male and female academics in universities.

This shows that opportunities to promote female leadership within universities need to be promoted through their organisational culture which is transparent, specific, and concrete and well integrated (ILO, 2007). This can be achieved by establishing a university identity and giving it value, direction and purpose. The researcher opines that organisational culture is an ideal strategy that has to be considered before other strategies can be implemented, especially if the gender equality policies are going to be implemented meritoriously and professionally. The orientation and strength of the university culture can be an inhibition or a facilitation of the techniques and technologies employed to enhance

the visibility of female in decision making processes. In other words, the visibility of female academics in powerful positions in universities through conducive organisational culture is important as it gives both male and female academics the opportunity to rethink universities as work places capable of bridging the patriarchal gap and the breaking of the glass ceiling (Airini et al, 2011; Khonja, 2009; Rutherford 2001).

Research studies by Mathur-Helm (2006) show that glass ceiling, that is, those invisible and culturally embedded assumptions and beliefs about the skills and competencies of female academics that prevent them from career mobility is considered a myth, is real and is natured by organisational culture policies owing to socialisation and gender stereotyping processes. Erikson-Zetterquist and Styhrer (2008) and Moodly (2015) also point out that in universities, gendering is manifested in many ways, most of which is the presence of glass ceiling, the researchers also state that, only a decentralised organisational culture that supports the representation of females in top positions can shatter the glass ceiling.

It is apparent from the above sentiments that the experience of female academics in universities and the strength of the underlying university policies and organisational culture are the principal dynamics which can influence their visibility to leadership positions. The chilly climates, gender schemes, isolation, negative and unprofessional treatment, scanty opportunities to work collectively, exclusion from professional activities are the permeating factors which account for lack of a favourable organisational culture in universities which supports female leadership. Based on the aforementioned Teelken and Deem (2013) argue that the continued under-representation of female academics is a threat to academic excellence. They state that, unless the existing organisational culture in universities that promotes gender equality is addressed, then educating females and ignoring their skills in employment and decision making processes will be a waste of resources. The researcher opines that to circumvent the seeming challenges that female academics continue to encounter, the organisational culture in universities has to change and be in line with what is written down in their gender equality policies. Such action may stop the belief of female academics being regarded as academic mothers who are expected to play the role of emotional labour in universities (Ward and Wolf-Wendell,

2015) instead of being equal partners in decision making and being equally represented in leadership positions.

In addition, Ibara, Cater and Silva (2010) on their study why men get more promotions than women, found out that due to rigid organisational culture which buttresses the existing status quo in universities, promoting gender equality through implemented gender policies to enhance female leadership may prove to be difficult. This is because there appears to be a lack of alternative ways to address gender inequality besides focusing on numerical parity as the sole proxy for gender equality in universities (Loots and Walker, 2015). Ibara et al. (2010) further add that because of the causal discriminating practices in universities, formal protocols are dodged and female academics continue to be regarded as risky appointments to leadership positions. This calls for a holistic way of implementing gender equality policies and promoting a favourable organisational culture which should be based on the expansion of opportunities and capacity for human development.

However, an equally perplexing line of thought is brought to the fore by Bell (2010) who states that currently in universities, the question of female academics leading the universities is still a bitter pill to swallow, thus affecting any positive achievement towards inclusion and diversity in leadership positions in universities. In the same line of thought, Mama (2008) adds that it is vital that organisational culture in universities is considered as a strategy to promote female leadership through gender equality policies to curtail the regression that has been made and ensure that all the hard work that has been done by institutions, organisations and countries through gender equality policies over the years will not come to naught. Hence, this study also sought to find out from the universities under study, if their organisational culture has promoted positive changes since the implementation of their gender equality policies, or the gate keeping system which leads to the exclusion and control of resources, information and opportunities by the dominant group exists in their universities (Van den Brink, 2009).

For instance, Igwe and Ilechukwe (2013) who conducted a study in Nigeria posits that since universities are the highest institutions of learning, they should be in a position to promote equitable participation of both genders. On the contrary, an earlier study by

Shackleton, Riordan and Simonis (2006) indicates that though academia is a dichotomous environment and an incubator for new ideals and ideas, surprisingly, the organisational culture in universities illuminates these institutions as conservative and patriarchal such that the number of females in leadership positions is still very low. They add that, despite the clearly stated institutional policy documents that reflect that some universities do possess strong policy environment, the problem is that some of the policies meant to promote gender equality are not transparent on what constitutes an organisational culture which embraces female leadership.

Another study done by Evans (2014) in Zambia echoes the above researchers' and postulates that female academics continue to be confined to less invisible and voiceless positions. On an international scale, Morley (2013) who presented a paper 'Women and Higher Education Leadership: Absences and Aspirations' was very blunt that though imbalances in universities continue to persist, female academics should not be painted as victims of circumstances because of male dominated institutions. This idea is supported within the writing of Bagihole and White (2011) who give warning that these would be misleading accusations because female academics are surely but slowly entering leadership positions and have displayed creativity, commitment and innovativeness in universities. As a result, the interrelatedness of the findings of these studies in regional and international spheres is indicative that though changes are being seen in some universities, the enhancement of female leadership is also largely reliant on the uniqueness of the local organisational culture and the gender equality policies in place.

The aforementioned underscores the contention made by Mama (2008), that most empirical studies point to the fact that though universities are meant to be vehicles of national transformation by ensuring that there is equal availability of opportunities for both genders, the current organisational culture in universities is still predominantly androcentric in nature and nurtures unrelenting under-representation of females. In other words, if the organisational culture in universities does not start to embrace the criticality of enhancing female leadership through the implementation of gender policies, then universities should be blamed for paying lip service to the commitment of achieving

gender equality and failing to realise that leadership does not take place in a genderless vacuum (Yoder 2001:815).

From the preceding paragraphs, it would be ideal if universities in developing and developed countries can learn from pockets of good practice from each other and apply them in their universities to promote the advancement of female leadership. It is also against this backdrop that this study examined those pockets of good practice that the universities under study manifest to enhance female leadership and create an organisational culture that is gender sensitised.

On the other hand, despite the abundance of literature that pinpoints to the organisational culture existing in universities that inhibits development of females, some studies show that there are female academics who have defied the odds and are in leadership positions. For example, a recent study conducted by Njobvu and Xiu (2014) in Zambia involved 8 women professors who were purposively selected. Their positions ranged from DVC, Directors and Deans of Faculty. The study concluded that the presence of females within the senior leadership management positions raises pertinent questions about the continual marginalisation of females because it is clear that both genders are capable of running universities. Johnson (2014) also says female academics are capable of proving a point by overcoming the gendered expectations within their careers and the existing organisational cultures by acting as outsiders within the academic circles.

Given the points raised above, the researcher opines there is need for an immediate change of mind set about who should, or is capable of having access to leadership in universities. Moreover, an open organisational culture which is well connected and supports knowledge sharing and teamwork is paramount. By and large, universities must be learning organisations (Fullan, 2002) and different forms of knowledge from both genders should be valued. Moreover, information must flow freely such that individual knowledge can be turned into team and organisational knowledge. Therefore, the question worth asking at this point is; what steps should universities employ to ensure that their organisational culture is deemed fit for the 21st century university which supports enhancement of female leadership through implementation of gender equality policies?

It has to be realised that leadership in universities is no longer the preserve of male academics or a top down command and control of hierarchies. Nowadays, great leadership demands drawing on qualities that would be typically identified as masculine and feminine, and which both male and female academics individually and together, must develop and demonstrate at all levels, and across networks that make up for today's universities (Morley, 2014). As such, the hallmark of any university should be the pro-activity of university leadership incorporating new learning through a vibrant organisational culture into decision making processes. Thus, top management and the employees need to form a strong collaboration (Kolb, 1998) for positive results to be achieved. This is possible if the top down and bottom up theories to policy implementation are utilized in universities.

Organisational culture is relevant in this study for elucidating female academics' limited access to high level positions in universities. The study hopes, through using organisational culture as a strategy to enhance female leadership in universities, to establish what values, norms, and beliefs act as reactive factors in promoting female leadership and what is required for organisational stability and promotion of change (Blackmore and Blackwell, 2006). Kloot (2004) studied women and leadership in universities through a case study of one university comprising 3 females and 1 male academic. It emerged from the study that gender issues continue to trouble women even after they attain top positions. The research findings of this study called for a more transparent and holistic organisational culture approach.

In the same vein, Lahti (2013) studied Vietnamese women and leadership and the factors that influence women career success. Lahti (2013) used a sample of 4 females using a mixed method approach. The study found out that organisational cultural factors continue to affect female academics and leadership opportunities. The study recommended that universities adopt equality plans and aim for diversity. In describing the present situation faced by female academics with regard to leadership and organisational culture and the existence of gender equality policies, Blackmore (2014) points out that female academics are likely to be engaged with leadership and be included in decision making processes if mentoring is brought into the picture. These views are seconded by Ramson (2013) who

posits that there is a lack of intergenerational support, advice and assistance given to females and even male academics. Thus, Geber and Nyanjom (2009) opine that organisational culture needs to be enhanced at micro and macro levels in universities. reason being, the future of female academics appears to be hanging in the balance in universities because of a lack of values, norms and beliefs that embrace both male and females in the university cultures seems to be silent. One of the main aims of the study was to identify how the implementation of gender equality policies in universities ensured that universities, through their organisation culture, could be change agents in gender equality issues.

Meanwhile, Saunderson (2002) who did a study in the UK titled *Women, Academia and Identity: Construction of Equal opportunities in the New Managerialism - A case of Lipstick on a Gorilla.* The study revealed that gender equality policies in universities should be assimilated into the underlying core of the organisational culture to avoid the policy, practice and rhetoric of equal opportunities and treatment in universities to remain little more than lipstick on the gorilla. The researcher likens the current situation of female academics in university to an ugly sight which needs immediate corrective measures so that gender disparities are not conspicuous (Guramatunhu-Mudiwa, 2010 and Kotecha, 2009) and the goal of promoting female leadership does not remain elusive.

This means that, the implemented gender equality policies should not be viewed as ornamental policies, but should be taken as a means to propagate and draw attention to the skills and abilities of female researchers have termed “untapped” intelligence and resources (Morley, 2014; Blackmore, 2014 and Chabaya, et al. 2009). The solution to organisational changes in promoting female leadership needs a more nuanced understanding and a paradigm shift that promotes a rational management approach to leadership and a positive relationship between male and female academics (Daft, 2005; Eagly and Carly, 2007 and Zulu, 2011).

Observations have also been made that there are debates of how organisational culture influences the implementation of gender equality policies and enhancement of female leadership in universities. For example, Acker’s (1990) findings were that there is lack of profound conversion involving Cultural Revolution in universities. Not only do female

academics continue to face a swim or sink situation in universities, but also the structures and inbuilt mechanisms and strategies in place are geared to reproduce and perpetuate the social and cultural processes that create inequality within the academic setting. Njobvu and Xiu (2014) note that this makes opportunities to leadership positions unnecessarily restrictive and that the tenacious organisational culture in universities may not, after all, epitomize safe havens for female academics. Fisher (2003) concedes that universities must utilise the feminist critical policy analysis theory with regard to policy implementation and female leadership because it is in a position to inform the ways in which various policies can create barriers to female academics career enhancement.

A strong commitment from the university leadership is required to underpin all gender related actions and should be operationalized by an action plan. Ostensibly, this calls for universities to consider how to effectively and efficiently implement gender equality policies. More so, they must take into consideration that implementation of gender equality policies requires transparency, accountability, monitoring and evaluation LERU (2012) as it is a complex and mammoth task (OECD, 2012). These views are in line with the top-down theory which advocates clear lines of authority Parson (1995) and is based on the grounds that policy makers (university management) should show commitment to the implementation of gender equality policies and female leadership. In addition, Van Den Brink and Bishop (2011) posits that positive changes within the universities in promoting female leadership are possible if the prevailing organisational culture is transparent while those who are responsible for policy implementation within the university have direct access top management. Thus, the point of departure in this study was how the universities under study have shown their commitment to the phenomenon under study through inclusion of policy actors. These sentiments buttress tenets of the bottom-up theory, that it is paramount to have an equal representation of all stakeholders to address the problems within the universities that promote equality of both male and female academics, because policy implementation is largely dependent on the attitudes and practices of the policy implementers.

There is need for the development and implementation of different strategies to achieve gender equality and to investigate those pockets of good practices implemented by

universities to enhance female visibility Bunyi (2003) and Mama (2008) in leadership positions and achieve a more favourable organisational culture. Manyire (2013), observes that good practices found in some universities are a roadmap for the effective integration of gender equality in universities to enhance female leadership and these should comprise of:

- holistic gender analysis,
- institutional measure for gender mainstreaming,
- accountability to gender issues,
- gender budgeting, and
- building gender mainstreaming competencies

on the other hand, Loots and Walker (2015), in their recent study “Shaping a gender equality policy in higher education: which human capabilities matter?” purport that the problem is that most universities normally have a single policy that is meant to cover all the areas of discrimination namely; gender, organisation culture, race, sexuality in their institutions. These authors further state that in South Africa, out of 25 universities, only 5 have comprehensive gender equality policies. These findings of Loots and Walker are in tandem with the research under study because the researcher will make an effort to find out if the universities under study have any other policies that address gender equality issues.

One of the contested arguments in literature is that female academics continue to be isolated McNae and Vali, (2015) and Moodly, (2015) infantilised and kept under academic disparagement and as scholars who are yet to make it in their profession let alone lead universities (Nguyen, 2012). These observations, from a global perspective have led Stromquist, (2013) to conclude that, what is required in universities is gradual improvement which take a renewed route of gender equality from a capabilities and human development point of view rather than drastic changes. Consequently, this study seeks to establish what gender equality in universities under study is all about and how these universities challenge those factors that reproduce a dearth of female leadership within their organisation cultures.

Rhode and Kellerman (2006) and Shipp and Kim (2014) further posit that changes can only be attained if universities take additional steps to identify and reward and model good practices within their own leadership. Gaidzanwa (2007), contextualizing the Zimbabwean situation, is quick to say that instead of promoting gender equality policies through pockets of good practice, the culture in African universities is best known for perpetuating the fundamental ills of gender inequality which they are meant to be challenged and changed. Zvobgo (2015) in also alludes to the fact that the main barriers to female leadership are negative organisational culture and calls out for female academics to take an active role in addressing their disadvantageous positions.

Critical attention needs to be paid to institutional mechanisms and how they can support the implementation and development of policies so that the ostracism of female academics within the universities can be nipped in the bud (Mokhele, 2013). A study done in Italy, by Turesky Cloutier and Turesky (2011) on 14 female leaders using structured interviews highlights that changes in university cultures to enhance female leadership require the policy makers to alter their own traditional beliefs to avoid reproducing normative inequalities (Loots and Walker, 2015). Turesky et al. (2011) sentiments do not align with the top-down theory policy implementation theory. This theory is not only authoritative, but also discriminatory and views local actors as disablements to successful implementation of gender policies and processes whose doubtful behaviour may need to be truncated (Gholipour et al. 2012 and Paudel, 2009).

Dodo (2013), also postulates that what has intensified the current situation of lack of female leadership is that the prevailing organisational culture appears to be nurturing an environment that discourages female mobility. This has led to some universities to continuing to cling to archaic ideologies in as far as leadership for females is concerned simply because they are ignorant of how to adapt to modernity. Guramatunhu-Mudiwa (2015) postulates that a regression in female leadership is because research authorities have been inaudible on how organisational culture influences female leadership within the academia. This has compromised good practices that gender equality policies promote in relation to the enhancement of female leadership. Hence, this study sought to identify those pockets of good practices that promote female leadership through the

existing organisational culture which may work hand in hand with the implemented gender equality policies in Zimbabwean universities. According to Matonoha (2014: 165) the silence on the implementation of gender policies is even more pressing than gender oppression because silence does not only fail to support the possibility of extrication from the unreal position, it also primarily conceals the issue and eliminates the opportunity for reflection on what is taking place on the ground.

In a report given by Rao (2008) the author laments that the existing organisational culture in universities is a huge stop sign to effective changes. Rao (2008) envisaged that though many universities have policy mandates to promote gender equality, these policies get lost in transactions by the time they infiltrate to the level of action (theories) due to gender bias, invisible voice of the female academics, and lack of leadership support. Morley (2013) questions these assertions and says that the invisible voice of female academics is due to the fact that they also do not take time to engage with the hidden curriculum of the academia through relations, networks contacts, persistence and political skills. This calls for a new set of rules in universities so that leadership issues within the universities do not appear to be so overly-extended such that they are seen as a representation of a virility test (Morley, 2013). That is why there is emphasis on the bottom up theory in policy implementation because research shows that most of the female academics, who are also the implementers of the policies, exist at the bottom rung in universities. Therefore, the inclusion of policy implementers (female and male academics), ensures that they have a better chance of understanding the objectives of the gender equality policies made by policy makers in connections with their organisational culture. This is because organisational culture when ignored it has a way and tendency of resurfacing when least expected to sabotage the most grandiose and ambitious development plans and processes Mama (2006).

It is not surprising that findings of studies conducted by Diko (2007; 2014) were indicative that failure to dismantle the organisational culture of the universities that is not gender sensitive is the reason why females encounter problems. In fact, the inclusion of male academics towards gender agenda may assist to achieve gender equality. Moreover, this will give the university leadership the chance to question some of the detrimental

constructs of masculinity and to explore alternative attitudes and actions Levack, (2008) towards female leaders in universities. This study included male academics as it sought to establish their stance with regard to females in top positions in universities.

The discussion so far indicates that the outlet that female academics can use to enhance their expertise, knowledge and skills is blocked (Gumbonzwanda, 2007). Furthermore, Mabokela, (2002); White, (2003); and Gaidzanwa, (2007) argue that the situation can change only if universities are not seen as microcosms of male domination which give little or no attention to gender issues. Moreover, focus should shift to re-learning new ideologies and adopting a culture that promotes gender equality and this should be carried out in a transformed manner that creates room for challenging the deep seated ideologies, stereotypes and organisational culture. A re-invigorated and re-textured vocabulary with an extended lexicon on leadership values should form part of the discourse and awareness towards Moodly (2015: 237) promotion of female leadership in universities.

A recent study by Mugweni (2014) refutes the above. In her study comprising 30 male and 30 female academics and focusing on female lecturers' promotion to management positions in four universities in Zimbabwe Mugweni (2014) observes that top management in Zimbabwean universities still reflects the long established mythology and ideologies that empower male academics over females. Mugweni (2014) further states that gender equality policies that are meant to empower females in the universities have continually remained political. This goes without saying that the political will of the leadership in universities is the major driver of change and is paramount for establishing an organisational culture that supports female leadership in relation to the implementation of gender equality policies (Sibanda, 2011). This is in line with the top down theory which illuminates that the university leadership must provide human and financial support and show that they are in total control in order to forge links between the causes and the effects of policy.

The above views are in tandem with Sinclair's (1998) observation that the answer to female academics leading the universities is on how leadership and its organisational culture is defined and conceptualised within a university setting. The definition of

organisational culture should be done because the visibility of female academics in decision making processes illuminates a university's commitment to gender equality (Cohen, Taylor and Muller, 2013). Recent literature indicates that female leadership in academia is scarce and their future is as bleak today as it was decades ago (Read and Kehm, 2016) implying that changes within the organisational culture that embrace the creativity and innovativeness of both genders through the implementation of gender equality policies are yet to be seen in universities.

Meanwhile, Piterman (2008) discovered using a qualitative study on leadership challenge and women in management that there is still a large gap in how organisational culture can be used to enhance female academics into leadership positions. This study pursues the issue of organisational culture and tests the contention that unconscious workplace arrangement and unspoken rules create hidden barriers to female academics' advancement in universities. This implies that there is a perception gap on the association of gender inequality and organisational culture because observations through extant literature appears to be centred on female ineffective leadership styles Bird (2011) and not their visibility in leadership positions. Therefore, the fundamental question is: How can a critical mass of females in positions of leadership be enhanced by marrying a positive organisational culture and the existing gender equality policies in universities?

According to Haynes and Gosh (2011) the answer to the foregoing lies in promoting and maintaining an organisational culture that will not only enhance female leadership, but also improve relations between genders. Thus, a multifaceted approach and concerted effort on promoting gender equality issues in universities is needed so that female academics are seen as strategic partners in universities. The bulk of development in universities is still in the hands of male academics as compared to that of females academics (Morley, 2014; Madsen, 2012).

Despite the crucial role that organisational culture is expected to play as a social phenomenon which aids in defining an organisation's character and norms, Acar and Acar (2014); Hofmey and Mzobe (2012) believe that universities are yet to improve their practices and stimulate transformation of the organisational culture (Meyerson and Fletcher, 2008). These findings concur with a previous study done by Musoke (2005)

which shows that lack of progress in female leadership has nothing to do with their intellect and abilities but, has everything to do with open resistance and doubt from their male colleagues including the inherent values, norms and beliefs of the universities they work for. This actually gives an upper hand to male academics to defy any initiatives that are meant to put females on the map such as the implementation of gender equality policies (Sabrarwal, 2013). The foregoing sentiments, therefore, spurred the researcher to find out the attitude of the university towards the promotion of females to leadership positions through the existing organisational culture.

A study by Osibanjo and Adenji (2012) in Nigeria private universities using a sample size of 237 participants through stratified random sampling found out that to achieve and sustain growth, a supportive culture is considered a motivational instrument which promotes the organisation to perform smoothly and ensure success in all its endeavours. Organisational culture is often viewed as the institutional DNA, which is not visible to the naked eye yet, is a powerful template that shapes what happens within the system. Indeed, the effort to shift institutional culture from that of the gendered organisations does not need to take decades before a meaningful change can be realised

Kangethe and Chivanga (2014) in their study on gaps associated with gender empowerment using literature review methodology, state that a meaningful change is not near yet, because currently, nearly all the countries of the globe have some degree of gender bias with the developing countries and their institutions being the worst hit. In other words, having less female academics in leadership positions is an indication that universities have failed to promote organisational cultures which can assist to properly implement the current gender equality policies thereby buttressing their lack of credibility (Derbyshire 2012: 418). This shows that university leaders as policy makers, need to determine the type of culture which will reflect the organisation's vision, values and appropriate behaviour across the entire organisation.

These sentiments are supported by Daniel (2006) who, through his study comprising Deans of Faculty, notes that the paucity of females in leadership positions is through lack of involvement of their leaders and the implementers of the policies due to a lack of an explicit chain of command that is formulated from the top in a hierarchical manner.

Therefore, deans must be in control of the implementation process which must lead to policy effectiveness which promotes female leadership command. The deans, according to Daniels' (2006) recommendation, are the linchpins in development of organisational culture because change can only be started and made from the top. The study concluded that the current organisational cultures in universities are outdated and thus, do not provide much support and flexibility for the complicated lives of male and female academics. More often than not, this makes promoting females a complex task. Thus, university leadership must take into cognizance that, it is not always about the top-down approach, but that the bottom-up approach is also vital because it gives the policy implementers the opportunity to lead the change process so that the implemented policies are in line with their hopes and wishes. This is indicative that decisions made in universities without any meaningful input especially from policy actors may come to nought.

On her report on transparency needed for more women to become university leaders Morley, (2013) notes that at the moment the future of females is premised on institutional change. In the same line of thought, Jackson, (2011) posits that the culture within universities is becoming increasingly important because its role is to support cross collaboration between leadership and its employees and this requires greater involvement of all participants at all level. In addition, from the point of view of Palermo (2004); Meyerson and Fletcher (2000) when a university has a conducive working environment, it makes it easy to utilise the skills and capabilities of both genders in leadership positions. Ricardo, Tyson and Zahidi (2012) reveal that there is still a mirage in most universities and more of lip service than reality because the domestication of gender equality policies which are meant to close the existing gender gaps is fraught with challenges. It may be implied that for female leadership to be enhanced through gender equality policies, there is need to acknowledge the existence of a relationship between organisational culture and female leadership and how this can promote job performance and satisfaction among employees (Eustace and Martins, 2014). Furthermore, this is in line with the top down and bottom up theories because they also allow and enhance the views of policy makers and implementers.

However, research has established that the insidious culture in universities means that there is subtle resistance of female leadership and their rights (Rao, 2008). University features continue to block change and this is also fuelled by inadequate resources in most universities. Another point is made by Mwando, Mamimire, Kanokengai and Chimutingiza (2014) that university cultures and female leadership ascension can only be challenged if universities are tackled structurally and comprehensively by observing the policies of gender equality which advocate that male and females have to be at par in all human endeavours so that male domination can be dismantled.

As long as universities struggle to accommodate the presence of female academics, then the chilly organisational culture will persist. Literature shows that if used as strategy to enhance female leadership in university through the implemented gender policies, organisational culture can reform institutional goals and illuminate the visibility of females in decision making processes. This in turn, can lead to shared objectives, interchangeable interests and commonalities among male and female academics (Kokina and Davido, 2013). Due to the existing organisational cultures in universities, the roots of gender equality are still deeply seated. Therefore, using organisational culture as the only strategy to enhance female leadership in universities may be a handicap. As a result, this calls for multiple interventions to tackle the history of female academics in universities. The contemporary situation infers and is still characterised by one language which is exclusion and inequality. As a result, Woolf (1938:184) asks

“Do we want to join the procession or don’t we?” on what terms shall we join that procession? Above all, where is it leading us, the procession of educated men?

In an attempt to overthrow the prevailing prejudicial under-currents through the existing organisational cultures in universities, gender mainstreaming has also been identified as a strategy for enhancing female leadership in universities. It may provide answers to the questions raised by Woolf decades ago namely; what are the reasons for dearth of female academics in leadership positions and why do they continue to be at the back of the academic parade despite joining the procession decades ago (Morley, 2005). The following section looks into gender mainstreaming and the role it plays in enhancing female leadership in universities through the implemented gender equality policies, with

the hope that the cultural misrecognition, material and intellectual oppression of the female academics can be addressed through the existing gender equality policies.

3.1.2 Gender mainstreaming and enhancement to female leadership in Universities

Gender-mainstreaming gained popularity internationally in the 1990s, particularly at the fourth World Conference on Women in Beijing in 1995. Gender mainstreaming emerged as a wing operating towards the growing commitment to female empowerment, (Batliwala, 2007; 2013). Moreover, such a call came in time and provided an appealing discourse of hope and progress that has gradually become the central pillar of mainstreaming development policies and practices within countries and institutions in a bid to enhance female leadership in decision making positions.

3.1.2.1 Definitions of Gender Mainstreaming

The United Nations Economic and Social Council (1997) provides a holistic definition of gender mainstreaming as a strategy for making women's and men's concerns and experiences as an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic, societal spheres so that women and men can benefit equally and inequality is not perpetuated. Gender mainstreaming is a process that is goal oriented. It encourages institutions such as universities to adopt gender perspectives in transforming themselves. Moreover, it promotes full participation of women in decision making processes so that the female needs can move from the margins to the core development of planning and resource allocation within universities (University of Education Winneba, 2009). The definitions of gender mainstreaming is aligned with the FCPA which is concerned with the eradication of power asymmetries and domination that structure relations between male and female academics in universities.

In the same line of thought, Council of Europe (1998:12) defines gender mainstreaming as "the reorganisation, improvement, development and evaluation of policy processes so that gender equality perspectives are incorporated in all policies at all levels and at all stages by the actors normally involved in the policy making". This definition is also in

tandem with the top-down and bottom-up theories adopted for this study; both of which are founded on recursive and cyclical view of innovation in universities based on previous actions and results. Gender mainstreaming is a strategy for achieving equality between males and females and is the contrast of gender marginalisation. It provides a new conceptual grammar for organisational reform, and is part of the global policy architecture for gender equality (Morley, 2007: 609). It is a process of change and transformation in universities meaning that all actors involved in policy making integrate gender equality concerns in all that is done within their institution so that gender parity is achieved. This has led research to hail it as a potentially revolutionary concept Unterhalter and North (2010) which, if aligned with the theory of feminist critical policy analysis can help to eliminate male-controlled trappings (Raburu, 2015).

The foregoing definitions bring out very critical aspects which universities need to take into consideration when implementing gender mainstreaming so as to enhance female leadership. These are

- approaches to gender mainstreaming,
- gender analysis,
- gender budgeting, and
- gender training.

It would be ideal to discuss these aspects briefly before a comprehensive discussion of gender mainstreaming and enhancement of female leadership in universities. Reason being, should the reader come across these terms within the study, they may be able to relate to them comprehensively and why gender mainstreaming is said to be viewed as ‘the re-invention, restructuring, and rebranding of both genders in academia (Walby, 2011: 80) in the contemporary era’.

3.1.2.2 Approaches to gender mainstreaming

According to Kotze (2009) gender mainstreaming can be conceptualised in two ways. These are:

- Integrationist approach
- Transformative-agenda setting approach

Integrationist approach to Gender Mainstreaming

This approach underscores the importance of taking serious consideration to male and female academics' different worldviews by displacing the existing status quo and highlighting how universities continue to be viewed as highly gendered institutions, thus allowing male academics to retain their superior status (Chauraya, 2011; Mukhopadhyay, 2004; Morley, 2007). This approach is not in line with the feminist critical policy analysis theory used in this study because it does the opposite as it is not emancipatory. It tends to focus on introducing a gender perspective without challenging the existing status quo. Interestingly, this approach is also likened as cosmetic approach Walby (2005). Therefore, this approach cannot be applied in the current study because it does not look at the root causes of lack of female academics or identifying the major causes of gender inequality but, it builds upon the already existing patriarchal structures and weak strategies which, in essence, have failed to date, to promote female leadership in universities.

The Transformative/Gender Setting Approach

This approach has the objective to place women's strategic needs and interest on development agendas to transform the agenda for change (Lombardo, 2003). As the name of this approach suggests, it is transformative in nature and it speaks to the FCPA theory used in this study because it is anchored in the vision of a moral order characterised by justice and equality. Moreover, this approach supports the involvement of regular actors who are the implementers of the gender equality policies in place (Council of Europe, 1998). This aligns with the bottom up approach adopted in this study which posits that the local actors are the implementers of the policies. As a result, policy implementation can only be viewed as successful if the policy makers understand the point of view of the policy implementers. As suggested by Chauraya (2011), it is vital to examine the local actors' views because, but they also have to make sure that the elements of gender mainstreaming make sense to them. Policy makers are needed to help with adequate resources in the implementation of gender mainstreaming using this approach. The top down theory indicates that top management in the university is responsible for the availability and control of the resources. It may therefore, be concluded

that the local actors, who are the implementers of the policies cannot do without the support of the policy makers because they are the ones who are responsible for giving clear lines of authority on how and when the resources have to be utilized (Pulz and Treib, 2010). This study will therefore examine which of the two approaches is utilised by the universities to promote gender mainstreaming.

Gender Analysis

Gender analysis is the cornerstone of gender mainstreaming and accordingly should focus on whether the policy challenges or reinforces the existing power structures based on gender (Adeyemi and Akpotu, 2004). In gender mainstreaming, gender analysis is considered as one of the answers to defining policy issues and programmes. It includes the prioritisation in policy decisions, institutional structures and resource allocations Chauraya (2011) by ensuring that both genders benefit equally. When implementing gender analysis The Office for Women Policy (2005) states that the following aspects must be incorporated:

- prioritise gender analysis when considering policy directions,
- integrate gender analysis throughout the entire cycle,
- obtain contributions from researchers in the field of gender relations (treating male and female academics in relation to one another and not in isolation),
- include a comprehensive discussion of what people normally assume about social roles and expectations of male and female academics, and
- ensure that a complete analysis of the diversity of male and female experiences is captured in the analysis.

Gender analysis is a pivotal tool in enhancing female leadership in universities because it can be applied in universities as a form of good practice to gauge if the implemented gender equality policies are producing equitable outcomes for the diverse groups of male and female academics. WHO (2002) concisely states that gender analysis can be incorporated into the strategic goals of the universities, its services and operational matters. The current study analysed the strategic plans of the universities in the form of document analysis to find out if there is any mention of gender analysis or gender

mainstreaming through the implementation of gender equality policies to enhance female leadership in their institutions.

Furthermore Amos (2001) states that by applying gender analysis in gender mainstreaming, a new set of lens is developed and can be used by university leaders and other stakeholders in the policy implementation cycle. Further, May (2003:7) states that universities are bound to benefit from the following through gender analysis:

- Puts people with all their diversity at the heart of policy making.
- Enables more precise targeting and maximum outcomes for policy programs and services.
- Ensures policies, programs and services better meet the needs of specific groups of women and men by being inclusive,
- Improves democratic processes by consulting with female stakeholders groups in the policy making process.
- It builds on strengths and capacity of individual groups (May, 2003:7).

The researcher agrees with the view that gender analysis is vital for the success of gender mainstreaming in universities because it provides a mechanism to reshape, analyse, research, evaluate and understand different needs, capacities and experiences of male and female academics in universities (Donaghy, 2003; May, 2003). Given the existing situation, and in an attempt to adopt gender analysis to eliminate some of inequalities in universities, Osongo (2011) is quick to remind us that there is a need to have adequate funding to ensure that gender equality is integrated within the whole university system. Therefore, gender budgeting is paramount. Studies have brought to the fore that without gender budgeting, it is not possible to mainstream gender effectively within universities.

Gender Budgeting

Gender budgeting is meant to be used to access the priority that is given to gender equality Verloo (2001) and Walby (2005) and advancement of female academics in the distribution of expenses (Quinn, 2009). In the same line of thought, Reina (2010); Maruzani, Matope and Chauraya (2012) posit that gender budgeting works as a tool that enables gender analysis of budgets at micro and macro levels so that they do not directly or indirectly discriminate against male or female academics. In this study, gender

budgeting is one critical aspect that the researcher seeks to establish if the universities have adopted in improving gender equality. Moreover, gender budgeting is also endorsed by the Beijing Platform for Action which calls for the importance of the integration of gender perspective in the budgeting decisions on policies and programs as well as adequate financing of specific programs to enhance equality between both genders (BPDA, 1995).

While it is an open secret that one of the major reasons for lack of female leadership is lack of resources, Reina (2010) argues that female rights to leadership positions needs to be translated through mobilisation of adequate funding to meet the commitment made by universities through the enactment of gender equality policies (Reina, 2010). Furthermore, the researcher opines that through the information generated from gender budgeting, universities can identify the gaps in policies, programs and resource allocations that can assist the promotion of gender mainstreaming and female leadership. The preceding paragraphs reveal that gender budgeting falls under the umbrella term of good practices that universities can adopt in promoting female leadership, (UN Women, 2014; and Sharp and Broomhill, 2002). The study further established if the universities under study had gender budgeting, and who is responsible for it and how it fits into the existing gender strategies, structures (if any) and monitoring and evaluation systems.

A voluminous body of literature from Kenya, South Africa and Zimbabwe Zvobgo (2013); Gaidzanwa (2007); Mama (2008) and Bunyi (2003) shows that there is a lack of gender budgeting in most universities which is specifically meant for promoting gender equality at all levels. In cases where there is gender budgeting, it usually comprises a very inconsequential fraction of the university overall budget. No commitment speaks louder than financial commitment by universities, and gender budgeting reflects gender commitment. The researcher is of the opinion that though gender budgets are one of the most important policy instruments of universities, it must never be forgotten that policy must drive budget and not vice-versa. Gender budget allocations must take into consideration that gender budgeting may not be a one size fits all in universities. Moreover, transparent gender budgeting means universities are able to conduct

workshops, trainings on gender awareness programmes and promoting gender equality among the academics (Tsvere and Nyaruwata, 2012).

Gender training

Gender training is an important tool for gender mainstreaming because it builds on capacities and aims to provide people with awareness, knowledge and practical skills on how to work towards gender equality (Derbyshire, 2002). In addition, gender training in academia guarantees their understanding of gender issues in a particular context of operation (Zvobgo, 2013; Tanyanyiwa, 2015). For effective gender mainstreaming to take place, it is a pre-requisite that gender training is provided for those employees who implement gender equality policies. This will ensure that they are knowledgeable about gender inequality and imbalances in universities (Moser and Moser, 2005 and EIGE, 2013). Gender training is an indispensable element used to operationalize gender mainstreaming and is an application aimed at unearthing deeply embedded attitudes and stereotypes about gender differences by exploring how they are enacted through normative daily practices (Lyle-Gonga, 2013). Derbyshire (2002: 36) also asserts that in gender training, the universities should ensure that there are good practices that emanate from the training sessions such as:

Being learner centred - All training should be based on an analysis of the participants and their needs and the participants should be homogeneous so that the training can be tailored to their specific needs and the more effective it will be,

using participatory methods - Effective training should use participatory methods such as case studies, brainstorming and problem solving to allow participants to actively engage in subject matter,

introducing skills as well as awareness - Effective training is based on an understanding of the participants' own job descriptions and specifications and a clear understanding of where they fit in their organisational structure and an understanding of their organisation system and procedures,

having a trainer who has credibility with the participants - Knowledge and understanding is a very critical component in gender training for effective gender mainstreaming,

having a follow-up - Competence development is a process and not an event, thus, gender training needs to be followed up with discussions, workshops and more tailored training and on-the-job support.

Consequently, gender training gives the academics the opportunities to question the so-called male oriented paradigms and this can transform people's perceptions and stimulate their recognition and respect for their fellow counterparts.

Given the above requirements, EIGE (2013) advises that gender mainstreaming should not be taken as an isolated exercise that merely adopts specific measurements meant to correct the long lasting imbalances between male and females. The EIGE (2013) states that gender mainstreaming is an integral part of common policies and the policy cycle which is meant to address the structural character of gender inequality. In other words, the starting point of gender mainstreaming is a policy that already exists. This is one of the major reasons why gender mainstreaming has been singled out as a strategy that can be used to enhance female leadership in universities. It is assumed that the universities under study have gender equality policies in place and other supporting policies, hence this study was aimed at establishing the dearth in female leadership and whether gender mainstreaming has been considered by these universities as a means to enhance females into leadership position.

The promotion of gender mainstreaming through the implementation of gender equality policies in universities requires gender mainstreaming initiatives that are backed up by specific actions targeting specific gender gaps and challenges (Durujae and Okeke, 2102 and EIGE, 2013). However, this appears not to be the case because, in spite of some developments such as enactment of various gender statutes, the outcomes indicate that universities have failed to live up to the expectations of female academics because it is quality that appears to be audited in universities, while equality is not. As a result, utilitarian changes are yet to be noted (Morley, 2003; Sweetman, 2013).

Van Den Brink (2009) argue that gender equality and promotion of female leadership is not only about the inclusion of male academics, but also that there is a mistaken assumption that once a university has a gender policy or some form of intervention strategy, then gender equality has been achieved. In addition, Makura (2012) bemoans that such beliefs account for the plight that female academics still face in academia because discrimination remains buried within the university cultural practices and assumptions. The answer lies in ensuring that the universities have a strong support structure which works hand in hand with the skilled gender experts to help re-clarify and revitalise the implementation of gender mainstreaming in universities.

A study done by Teelken and Deem (2013) refutes the foregoing sentiments. They used semi-structured interviews with 17 females and 31 males, using an international comparative approach comprising of 10 universities in three countries, namely Netherlands, Sweden and UK. The study concluded that discrimination for female academics has to a certain level been addressed. The results further showed that given the criticality of having diverse employees at universities, this has led to various policy programmes emphasising on the positive action and creation of special opportunities for females and other under-represented groups. A concerted effort must be adopted by universities through gender mainstreaming, to harness the numerous factors that have militated against female leadership for a long time.

Linked to the afore mentioned, and as a way of promoting gender equality, Dryler and Gillstom (2012) notes that for the past eighteen years, numerous efforts, including gender mainstreaming, have been made in universities to promote gender equality and setting of targeted recruitment of females to decision making processes as part of the institutional policies. However, the reason why positive action has not been possible in these countries could be the unavailability of resources and gender expertise as compared to universities in developing countries (Teelken and Deem, 2013). Some universities in developing countries continue to experience financial challenges while trying to create long lasting visibility of female leadership. One would ask; where does this leave the female academics who already face a host of challenges with regard to being recognised as capable leaders in universities?

Van Den Brink (2009) opposes Teelken and Deem (2013); Dryler and Gillstom, (2012) assertions and contends that though there is student growth and increase of female academics in universities due to gender equality intervention strategies, these appear to be applied in a haphazard approach. This has led to these policies being viewed as “paper tigresses” because, instead of promoting female leadership they are seen to be doing the opposite. Transparency appears to be the missing link when it comes to implementation of gender mainstreaming and the appointment of females to leadership positions in universities due to the impenetrability of leadership positions by those in charge of decision making. Unterhalter and North (2010) state that gender mainstreaming as an idea and a practice is questioned about its capacity to bring about institutional change and particularly its capacity to develop an agenda-setting approach because the other aspects of gendered inequity remain unchanged. Given these circumstances, one would ask, how transparent is gender mainstreaming in universities in relation to the phenomenon under study?

Martins and Forsythe (2011) argue that genuine gender mainstreaming with a potential to change universities is not evident. The trend of male dominance continues to be visible in the higher echelons of universities (Morley, 2014). As a result, the position of female academics relative to their male counterparts shows that there is a need to transform the very structures and images of thought in universities as improving gender equality in universities through gender mainstreaming has been labelled as smart economics and good human rights (Sweetman, 2013; Kanjere and Rachidi, 2014). An analysis made by Simbabe and Taiye (2014) highlights that efforts have not yielded the expected outcomes because changes in society and learning institutions continue to move at a snail pace because universities continue to be retrogressive in as far as gender matters are concerned. The researcher is of the view that the antidote for it is that the cultural concept of universities must be taken into consideration when adopting gender mainstreaming.

According to Yehualashet (2010), gender mainstreaming should be customised to suit the local content because the cultural aspect of any given area plays a principal role in shaping the gender relations. Also, the worldview of universities are bound to be different and that is why each and every university has its own vision and mission statements

showing that the issue of female leadership is not a one size fits all scenario or a blue print for mainstreaming gender issues. Therefore, this study investigated whether the universities under study have customised gender mainstreaming in their institutions to meet the expectations of the policy makers and the policy implementers.

Kanjere and Rachidi (2014) also add that gender mainstreaming is a universally accepted strategy for promoting gender equality and considers the concerns of male and female academics whenever programs, policies and actions are taken. It creates and prioritises the perceptions, challenges, experiences and contributions of the academics and makes them central issues that need to be dealt with to create an even playing field for all. In this study, the question of interest is: are the concerns of the male and female academics concerning gender equality through gender mainstreaming being prioritised? Gender mainstreaming is not just a matter of identifying and including particular actions regarding male and female academics within planning cycles. It involves challenging some of the assumptions of what makes some interests and issues concerning gender equality and enhancement of females in top positions marginal (Unterhalter and North, 2013). The answer to the foregoing assertions lies in adopting three techniques Council of Europe (1998: 12) and tools for gender mainstreaming namely:

- analytical tools and techniques such as statistics, surveys, cost-benefits analysis, guidelines and gender impact assessment methods,
- educational tools and techniques such as awareness raising, training courses, manuals and leaflets, and
- consultative and participatory tools techniques such as steering groups, think tanks, data bases, conferences, seminars and hearings.

Gender mainstreaming gives new lease of life to academics so that they can realise their value. It makes male and female academics experience a central element in the design, implementation, monitoring and evaluation of policies and programmes in universities (Tiessen 2007:15). A similar view regarding gender mainstreaming as a strategy for enhancing female leadership is advanced by Manyire (2011a) who says that because of its integral nature, gender mainstreaming unquestionably necessitates major attitudinal changes and adjustments in the manner in which the universities function. These changes in attitudes are critical because not only will they address why female academics

are not in leadership position including some of the male academics, but also what it is that prevents them from having access to leadership positions. Mukhopadhyay, Steehoweri and Wong also maintains that gender mainstreaming is 'a slippery affair' which can effortlessly evade accountability where there is lack of organisational commitment to implementation (2006:102). It may be concluded that major institutional and attitudinal changes with reference to a conducive organisational culture, commitment and transparency are the key to effective gender mainstreaming.

From the ensuing discussion, it is apparent that gender mainstreaming is more effective in terms of promoting female leadership through implementation of gender equality in universities. It does not rely on female academic programmes that some universities have but, it embraces gender issues as part of the main agenda in finding out where the problem lies in both genders being given an equal opportunities in the university system (Cilles and Schmidt, 2012). Despite all the initiatives, Martin and Bernard (2013) point out that gender mainstreaming is definitely not top priority among the designers who are responsible for the various programmes and structures that are meant to address the existing problems in universities. There is, therefore, need to understand how gender mainstreaming can be used to give optimum visibility to female leadership. Though this study was mainly concerned with finding the answers to why female leadership is in want, the study included male academics to capture their voices since gender mainstreaming also advocates equitable access to resources, opportunities and rewards to both genders.

A further observation is made by Smyth (2007:583) on how gender mainstreaming lacks a power-sensitive analysis simply because male and female supremacy and conflict all fade behind the insipid dialogue of 'gender'. While the language of 'mainstreaming' creates the possibility of orderly tools and systems through which profoundly internalised beliefs and solidly entrenched structures are miraculously supposed to dissolve and be transformed within academia. Despite the initiatives that are being put in place, the key question as to who is responsible for drawing up the correct implementation of gender mainstreaming in universities, if female academics are to be made visible in leadership positions still remains unanswered. Research shows that female academics continue to

disappear in various numbers at many points as they reach the penultimate stages of their academic careers (Eagly and Carli, 2014).

Moreover, Moser and Moser (2005) also reveal that the adoption of gender equality policies has been so imperfect that it has led to the commitment of gender mainstreaming in universities to disappear at planning and implementation levels, leading to inconsistencies and variations in the manner in which gender mainstreaming is integrated in universities. It may be argued that the goal posts can only shift if universities begin to appreciate gender mainstreaming as an important feedback loop for implemented gender policies. This calls for the adoption of top-down theories which consists of policy makers and bottom-up theories which includes the policy implementers, moreover, both policy makers and policy implementers are in both theories. Using both theories may give universities a point of departure for innovation and empirical analysis of how female leadership can be enhanced. In this sense, gender mainstreaming is viewed as an intensely dogmatic and ideologically informed project of gendered democratisation that has to negotiate tensions between gender equality and mainstream policy Morley (2010) if female leadership is to be appreciated.

An equally perplexing issue is brought to the fore by Rao (2008), who says that when the story of gender mainstreaming was unleashed, a lot of states signed on to promote gender equality in their countries, institutions and organisations. However, this scholar posits that it is a travesty that gender mainstreaming is not a transparent outline for institutional changes let alone gender changes. Rao (2008) further affirms that the worst scenario is that gender mainstreaming has been used as a tool to stop funding female empowerment and to pull apart female units and advisors created to promote female development, in the name of integration.

Admittedly, gender mainstreaming may not have yielded the expected transformational changes, but it has to be realised that dismantling units specifically meant for female academics and creating structures that encompass both male and female academics means that universities have realised that the enhancement of females to leadership positions means collaboration and integration of both genders. In the context of this study, inclusion of both gender was vital as it gave the researcher the opportunity to find out if

this had created an opportunity for the university leadership who are the policy makers, to sensitize their employees about gender, incorporating the strategies and structures that can be used and why it is important to take such measures. Such a move may motivate the policy implementers to tackle gender issues seriously in their universities.

Furthermore, a comparative study of Nigeria and South Africa, titled 'How effective is Gender Mainstreaming at National Level?' by Durujaye and Okeke (2012), gives plausible reasons why they may be gender imbalance in leadership and decision making processes. What emerged from the study is that the transformation purpose of gender mainstreaming is not clear, let alone evident, in most public and private universities in Africa because most universities are still in the comfort zone with male leadership (Dejo, 2011). Moreover, Verloo (2007) states that activities in support of female leadership remain scattered and are often premised on individual initiatives and not as universities initiatives.

Institutions need to be patient, flexible and determined if change is to be realised (Pärpati, 2014; Beuko-Betts, 2005). Gender mainstreaming which is considered as a richer, more transformative, revolutionary, visionary, and holistic strategy could shift the power dynamics and thereby change the deep structural and systemic gendered inequalities that continue to be perpetrated (Clover, 2015; van Eerdewijk and Davids, 2013; Marshall and Bensimon, 2003). Borrowing from Subramanian (2004:92), universities must see gender mainstreaming as a panacea, a “mythical beast invested with powers to effect social change, and the underlying and implicit assumptions (and models) of institutional and social change associated with it”, if at all female leadership is to be enhanced. Given these set of circumstances, the main thrust of this study was to examine how the enhancement of female leadership in universities through the implemented gender policies can be attained if universities mainstream gender issues in the existing and planned policies and practices of their institutions. Additionally, the researcher is of the view that female leadership in Zimbabwean universities can be enhanced if universities take time to approach those universities that have gained experience in gender mainstreaming and assess their success stories through their good practices on how

they have managed to turn their negatives into positive aspects with regard to female leadership in universities.

Unfortunately, in Ghana, the presence of gender mainstreaming processes have not translated to gender balance. Ironically, the number of females in leadership positions have dropped, showing a disjuncture between concrete policies and creation of opportunities (Baja and Sangare, 2013). This is regardless of the universities being strongly considered among the few organisations that promote and embrace equity and equality. A comparative study done in United States of America and South Africa by Johnson and Thomas (2012) shows that universities have and continue to go through transformational changes on paper but no change to the plight of female academics in practice. One may ask: Are the universities in Zimbabwe also experiencing a mismatch between policy and practice on the implementation of gender equality policies to enhance female leadership in universities?

This brings us to the fears that have been raised by Morley (2007) and Mukhopadhyay (2013) that gender mainstreaming, as a means to enhance gender equality in positions of leadership, has been reduced to a technology that can be achieved through toolkits and checklists. There is a need to ensure that these toolkits and checklists do not only give direction to policy makers and the policy implementers on what to do, but also infuse gender awareness and sensitivity in universities. These studies, though conducted in different countries, all acknowledge that the responsibility of translating gender mainstreaming from theory to practice is everyone's responsibility. The reason being, gender equality in universities actually goes beyond merely enacting laws and adopting policies.

Kanjere and Machidi (2014) further postulate that gender mainstreaming should be driven from the top level of the university leadership and cascade down to all levels within the universities. These authors' views are commensurate with the top-down policy implementation theory utilised in this study which support that policy implementation begins with the decisions taken by central office to ensure that public policies are executed as accurately as possible by the local actors. Unfortunately, a study on the Senior Management Challenges associated with Gender mainstreaming initiatives

revealed that there is a lack of support for gender mainstreaming from members of the senior management in institutions. The reason for that is because universities lack knowledge and understanding regarding the nature of gender mainstreaming, as well as how to move from gender policy to gender strategy and gender action (van Dijk and Morwamohube 2015). Arguably, the bottom-up theory also plays a pivotal part in this study because it is the local actors that are not only the implementers of the policies but they also know the situation on the ground. Therefore utilising both theories in this study may help to illuminate those grey areas that exist in implementing gender mainstreaming in universities.

In recognition of the importance of transparency in gender mainstreaming, Mukhopadhyay (2006:100) concludes that gender mainstreaming in the absence of accountability is merely a technical exercise without positive outcomes. In other words, gender mainstreaming is meant to be a strategy that supports an all-inclusive approach to achieve gender equality through:

- the integration of gender considerations by all managers in all policies, structures, systems and processes;
- gender analysis that precedes discussions regarding integration;
- remedial measures taken to address perceived or actual prejudice and disparities between men and women; and
- appropriate evaluation to determine the influence of gender on policies, structures, systems and processes.

Gender mainstreaming has to be the centre of any activity within the university set up. Cornwall, Harrison and Whitehead (2007) further add that it is pertinent that universities are sensitized on the importance by giving gender mainstreaming workshops for top management because they are the policy makers. A similar view regarding the challenges and lack of gender mainstreaming in universities is mentioned by Murison (2014) who states that the current situation in universities is intensified by those individuals and units within universities who have been assigned to work on gender mainstreaming but have no idea what to do, and this calls for gender training.

It must be realised that gender training is a golden opportunity to involve as many staff members as possible in promoting gender mainstreaming. This actually promotes ownership of the initiative put across by the policy makers and can enhance understanding and commitment to gender equality issues. All that needs to be done by the universities is to make sure that all the internal gender mainstreaming strategies are crystal clear on the ways in which they will contribute to the ultimate goal of gender equality and enhancement of female leadership. The top down theory adopted for this study also supports for clear objectives and goals in policy implementation. Solutions to the challenges facing gender mainstreaming in universities are mainly around organizational structure and culture, increased commitment and management support, and practical training interventions with special emphasis on transformational mainstreaming within the domain of gender equality and empowerment (Zvobgo, 2015). Tactical leadership to enhance gender mainstreaming in universities leads to pro activity from the policy implementers.

In addition, gender mainstreaming as a strategy to enhance female leadership is clearly emancipatory and seeks to promote justice and transformation in universities. These sentiments also align with the feminist critical policy analysis theory utilised in this study, which advocates the promotion of justice, equality and human emancipation (Marshall, 1999). Furthermore, gender mainstreaming can be termed revolutionary because its main aim is to transform the current situation in universities and to complement gender equality policies in place; thus functioning as a twin track strategy so that university gender machinery in place do not promote gender inequality. Gender mainstreaming can provide some balancing scale to universities (UN Women, 2013). For instance, most universities have adopted a multiple/twin track/dual track in implementing gender mainstreaming.

This is because twin/dual track is in a position to enhance gradual, sustained institutional changes towards gender mainstreaming as illustrated below:



Figure 2: Gender mainstreaming multiple track strategies

Source: Van Eerdewyk and Dubel, (2012).

The above twin track can be used to explain the many factors that lead to the perpetuation of gender inequality in universities. The utilisation of the twin track system ensures that the two distinctive categories in enhancing female leadership, namely; the targeted interventions and the integration of the gender perspective, should not be separated to avoid duplication of efforts and of course, limited impact in enhancing female leadership (Moser and Moser, 2005; and Van Eerdewijk and Davids, 2013).

Accordingly, the mainstreaming strategy attempts to provide a more holistic approach, bringing into play all the important elements so that the initiatives put across by universities are not people driven but organisationally driven. Thus showing they are a replica of transversal characteristic of a university's culture, structure, policies, processes and functions (van Dijk and Morwamohube 2015). The importance of a holistic approach in gender mainstreaming is well illustrated in the Integration Strategy for Gender Mainstreaming which concurs with the twin strategy diagram by Hannan (2000:8).

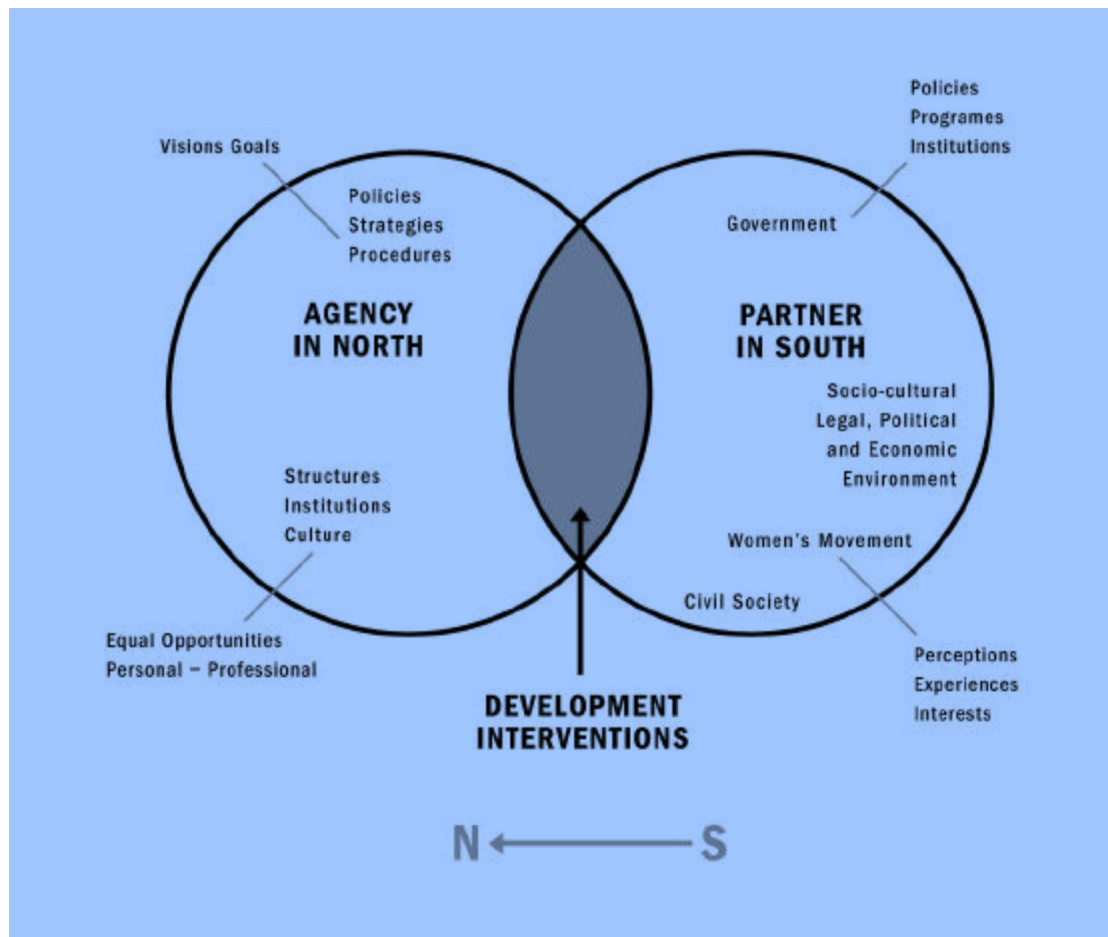


Figure 3: Integration Strategy for Gender Mainstreaming

Source: Hanaan (2000:8)

Murison, (2004:8) states that for universities to be revolutionary and transformative, there is need to ensure that gender mainstreaming is effective and should be inclusive of the following elements:

- strong political will for implementing gender mainstreaming,
- relevant baseline information,
- a constant supply of technical expertise in gender mainstreaming,
- consultation with the community concerned,
- funding- requires dedicated and adequate resources and efforts,
- clear reporting mechanisms,
- initiative knowledge sharing strategy, and
- good relationships with the media opinion leaders and decision makers.

Gender mainstreaming strategy is most likely to require a lot of internal scrutiny and strong relationship between those who are responsible for policy programme and human resource management. The UN Women (2013) states that gender mainstreaming comes with its own challenges that institutions have to look out for so as to achieve gender equality and enhance female leadership in decision making processes. These are:

- lack of explicit budgeting for gender mainstreaming activities,
- poor quality gender analysis leading to gender fatigue,
- the overly ambitious gender mainstreaming agenda which has overwhelmed and scared gender experts and paralysed efforts for integration of gender perspectives in policies and programmes,
- the slogan of everyone being accountable for gender mainstreaming having actually resulted in no one being accountable, and
- taking a long time to show positive results and resistance from the staff members

In relation to the challenges of gender mainstreaming, (Hannan, 2000) is of the view that mainstreaming gender means that special attention should be given to gender perspectives in universities and the goal of promoting gender equality must be explicitly addressed and made visible. Zvobgo (2013, 2015) also argues that the fact that policy makers and decision makers respond to lack of female leadership by implementing gender equality policies indicates that universities have come to a realisation that graduating from gender blindness to gender awareness does not occur automatically, neither does it mean concentrating more on female issue at the expense of male academics. However, a study by Tsvere and Nyaruwata (2012) on Gender mainstreaming in Higher Education: Experiences from Africa, shows that gender mainstreaming in Ethiopia, Malawi, Tanzania and Zimbabwean universities still has a long way to go because these institutions still lack gender equality. As a result, a call has been made for a thorough inclusion of both genders as a major parameter in all institutional hierarchies to avoid gender issues in universities being viewed with fear and trepidation.

An earlier study done by Shalkwyk, Thomas and Woronuik (1996) points out that there are three interlinked areas that have to be taken into consideration to ensure that gender

mainstreaming is infused within the university system. Below is an illustration of the 3 arenas.

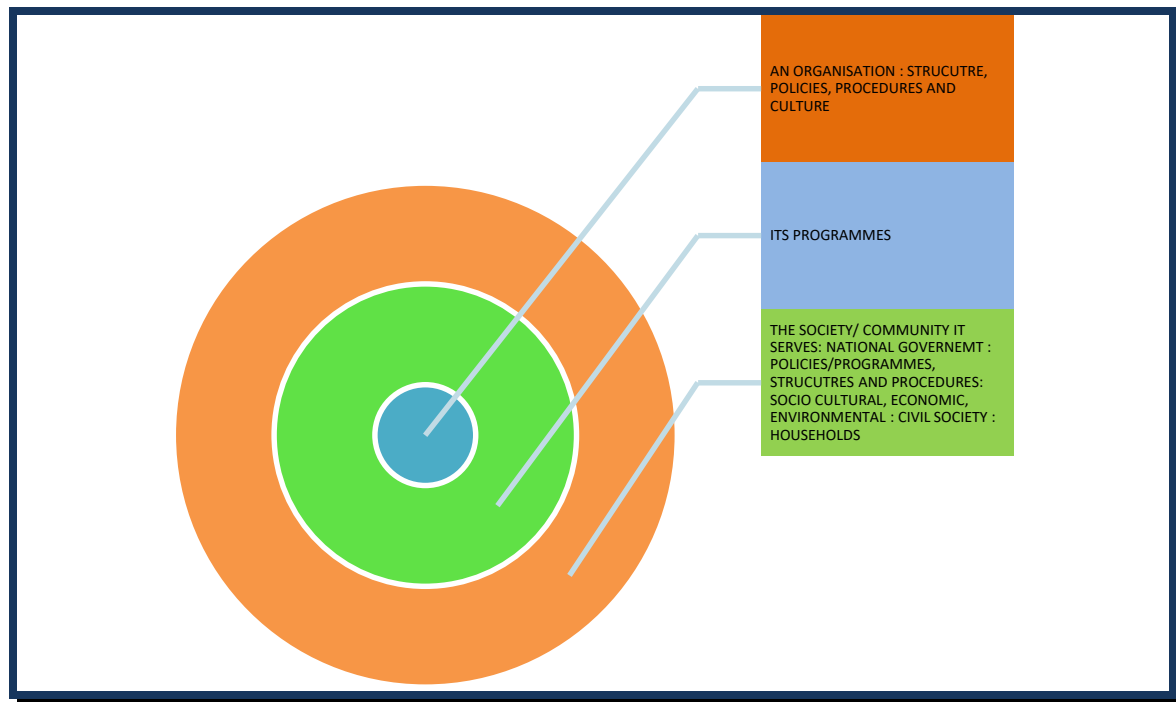


Figure 4: The interlocking Arenas for Gender Mainstreaming

Source: Shalkwyk, Thomas and Woronuiki (1996:3)

The above illustration is in line with the current study because it also highlights the importance of organisation culture which has been discussed in detail in the foregoing section and how there is a need for structures and policies in place if gender mainstreaming is to yield positive results. In this case, the gender equality policies in universities which are customised from the ZNGP can be used as a starting point in implementing gender mainstreaming in universities and to change the socio cultural, economic and environment in universities and the society as a whole. In the foregoing paragraphs Morley (2014) also states that gender equality through gender mainstreaming is smart economics and good human rights and a revolutionary concept which promises to bring in a gender dimension into all higher education policies.

Rao (2008) does not concur with the above assertion and states that though other researchers view gender mainstreaming as an institutional and social transformation tool, in practice, universities as bureaucratic organisations have not proven to be effective agents of social transformation. Rao (2008) further argues that the way forward would be to strengthen the capacity of universities to deliver on their own operational mandates and develop realistic strategies and workplace alliances in light of the constrained institutional environment so as to enhance female leadership. It can therefore, be concluded through a report by ILO (2008) that if gender mainstreaming is not understood or supported, it can lead to implementation of gender equality policies not being effective.

The findings of the foregoing report are in support with a study done by Tanyanyiwa, (2015) on opportunities and challenges of gender mainstreaming in Zimbabwe Open University. It emerged that though the application of gender mainstreaming to enhance female leadership is not a farfetched dream, it is very complex because there is a need for a paradigm shift involving the commitment of the local actors and a change in the organisational culture. The author further posits that the higher education system in Zimbabwe is not adequately gender mainstreamed resulting in blockage of positive changes. Therefore, this study further investigated whether the universities under study understood what is gender mainstreaming, the purpose of gender mainstreaming, and why gender mainstreaming should be carried out.

In other words, gender mainstreaming should be viewed as a compelling and persuasive means towards an increase of the much needed female capacity in universities and in society as a whole. There is mounting anecdotal evidence as advanced by the UNDP (2006) that though there are some “islands of success” in some institutions, lack of commitment, systematic approaches and leadership continue to obscure those pockets of good practices. New approaches and new thinking is needed so that there can be an identification of reasons why most of the initiatives often kick start on a high note but lose momentum and commitment along the way before realistic achievements can be seen. Research by Pārpati (2013) on exploring the transformational potential of gender mainstreaming in international development institutions reveals that though gender mainstreaming is the central pillar of policy and practice, using this strategy in institutions

has been largely disappointing because the so-called proposed solutions are yet to put new ideologies on the discussion table. The same author raises pertinent issues and underscores that what is frustrating is that the same approach is being used to address issues of female leadership, bringing to the table the same old answers. Unfortunately, these approach simply call out for more of the same such as, more human and financial resources, commitment from management, transparency, accountability. This study investigated what exactly is taking place on the ground in universities with regard to implementation of gender equality polices to enhance female leadership.

There is need for looking into affirmative action as a strategy that can be used to enhance female leadership in universities because it is evident from the furore within the universities and the discussion thus far that female academics still have to fight the system so as to be included in decision making processes. This calls for use of different strategies to address the phenomenon under study.

3.1.3 Affirmative Action and Enhancement of Female Leadership in Universities

Affirmative action is a phenomenon which is ubiquitous and used globally in counties such as USA, Australia, India, Canada, Kenya, Uganda, Zambia and Zimbabwe (Musingafi and Mafumbate, 2015). Affirmative action entails the establishment of distinctive benefits through laws and policies to address inequality suffered by underprivileged individuals (Chabaya, 2011). It is done with the aim of crafting a more equal society. Affirmative action has become an inescapable aspect of the recruitment process and enhancement of females in institutions. It has been put into place to assist in eradicating the institutionalized discrimination that intrinsically exists in universities (Kennedy, 2015). The role that affirmative action plays in universities in enhancing female leadership through the implementation of gender equality policies is considered in this section. First, explanations of affirmative and its origin are given.

3.1.3.1 Definition of Affirmative Action

According to White (2004), there is no firm definition of affirmative action. It varies and is largely reliant upon the given context to which it is applied. There are some underlying themes that tend to intersect with each situation when this concept is applied, leading to scholarly literature on the issue and diverse definitions and interpretations. Nonetheless, most of the literature seems to provide some overlap in terms of the definition of affirmative action. Recent scholars have defined affirmative action as a “policy designed to amend historical injustices against women, ethnic minorities, and other disadvantaged groups” (Gu, McFerran, Aquino, and Kim, 2014). Affirmative action refers to positive steps taken to increase the representation of women in areas of employment, education and business from which they have been historically excluded (Musingafi and Mafumbate, 2014). Affirmative action policy is usually said to be in place when an institution takes even-handed action to remedy any bigoted conduct which transpired in the past (McElroy, 2004). Therefore, affirmative action is a method of prevention and elimination of discrimination (Chabaya, 2011).

The foregoing definitions highlight that affirmative action lends itself to both productive and distributive aspects of development of female academics so that they can also attain positions of leadership. Just like gender mainstreaming, there is need for universities to have gender equality policies in place to support affirmative action for it to be properly implemented. Affirmative action can be used to build upon such gender sensitized environment in theoretical and practical aspects with the aim of promoting female leadership through gender equality policies.

It can be seen that affirmative action is an important tool for bridging the gender gap in universities (Abagre and Bukari, 2013). In other words, it is a strategy that can be used as a transformation tool to enhance visibility of females in universities. The feminist critical policy analysis theory also supports affirmative action because its main tenets are also hinged on mutuality, co-operation and shared power (Marshall, 1997). From the researcher’s standpoint, affirmative action does not stop solely with the hiring of underrepresented applicants; it also has a goal of facilitating their growth and advancement within the organization into leadership positions. But the question remains:

Are the beneficiaries of affirmative action obtaining adequate training and professional development in universities?

The problem is that the balance of power continues to be in the hands of male academics and this acts as a barricade to female academics reaching the higher echelons of the university (Nguyen, 2015; Neale and White, 2004) or even navigating their career mobility. One motive for having affirmative action in place is to thwart such subjugation from continuing in universities. Affirmative action is designed to make equal employment opportunities a reality for female academics because it strives to provide a counteractive resolution to those who have been previously oppressed. The researcher argues that without affirmative action, female academics may not be able to realize their potential and would not be afforded the opportunities they deserve in leading universities. Moreover, affirmative action is necessary because the assumption is that conditions that led to its implementation decades ago still exist in today's universities.

The research also draws upon the argument of Aiston (2011) and Ogbugo (2012) that the gender equality policies that are meant to enhance female leadership are viewed as lukewarm and merely handwriting in black and white which universities use as their protection to avoid accusations of being termed gender insensitive institutions (Astin and Astin 2015). As a result, researchers have asserted that the fundamental issue which needs to be addressed is the perverseness of the masculinity of the universities which may hinder any affirmative action initiatives such that female academics end up being given positions that do not constitute real power (Burton, 1997, Kennedy, 2015).

A study by Mugweni et al. (2011) observes that some universities are promoting good practices through their policies and use of strategies such as affirmative action as a way of advancing female academics to powerful academic positions. But, Osongo (2011) in her study on Affirmative Action, gender equity and university admission in Kenya, Uganda and Tanzania showed discontent with the usage of affirmative action to promote visibility of female in universities. As a result, questions have been raised about affirmative action's use as a strategy for putting female academics on the map and improving their visibility because the beneficiaries of affirmative action are often labelled as objects and viewed

as individuals who cannot make it on their own. The author warns that there is mounting evidence that there are limitations in the piecemeal strategies used by universities to enhance female leadership, and affirmative action is no exception.

The prevailing opinion among scholars is that using affirmative action to enhance female leadership perpetuates the myth that females are inferior (Osongo, 2009; Lihamba and Mwaipopo, 2006 and Shule, 2006). Morley (2014) and Hussein (2016) also note that though affirmative action is accused of lowering self-esteem and self-worthiness the major problem is that affirmative action in universities is often not self-sustaining. For that reason, support from the policy making level is crucial for the success of affirmative action programs Crosby, Iyer and Sincharoen (2006) through institution-wide education and commitment to affirmative selection and recruitment. Crosby et al. (2006) also add that it is important to have a “clear and persuasive communication line about the goals and the mechanics of affirmative action” (594). These sentiments are aligned with the top-down theory which shows that the goal of any gender equality policy or strategy is to ensure that it is clearly defined and understood (Van Meter and Van Horn, 1975) by all. Such communication may include the goals of the policy makers and the implementers and the benefit that affirmative action programs have for female academics.

Shava and Ndebele (2014) writing from a Zimbabwean context and Maxwell, Nget, An, Peon and You (2015) writing within the Cambodian context, posit that universities need to educate their employees about the positive initiatives of affirmative action to avoid putting pressure on those capable female academics with top positions to be viewed with suspicion. In addition Musingafi and Mafumbate (2014) also writing from a Zimbabwean perspective concluded that affirmative action in Zimbabwe was fraught with negative attitudes because leadership had not taken time to sensitise their subordinates of the need for affirmative action in their institutions. Tsikata (2009) and Morley, Berna and Hamid (2017) also suggests that to avoid affirmative action being fraught with challenges, there is need to have evidence in universities that explicit measures of affirmative action have been employed to promote gender equality and improve development outcomes provided that there is full commitment to its goal and measure by the decision makers.

Guramatunhu-Mudiwa (2015) advances that blame should not be solely on leadership, but that female academics also need to come to a collective understanding of their experiences in universities and how they have been marginalised and disadvantaged, and challenge the status quo in order realise career growth and leadership positions. In the same line of thought, Chaminuka, Kaseke and Musingafi (2015) argue that female academics have the power to bring positive changes only if they can raise their voices louder and speak out so as to prove that they are more than qualified to act as decision makers in universities. It is also the duty of the universities to give all the support and opportunities for professional development to its female academics.

Recent literature indicates that universities must have plans in place for enhancing female leadership through affirmative action. Moreover, the relationship between affirmative action and faculty must be explored to understand its role in universities (Sánchez, 2015). These plans may act as tools that universities can use to monitor their own performance and address issues of discrimination in their hiring practices. The researcher is of the view that the onus is on the university to play a major role in framing an institution's affirmative action plan such an initiative will ensure that those affected will participate in the development and ratification of a plan, and the document's acceptability will be enhanced. Affirmative action plans can include goals that an institution has set to increase the diversity of their academics through faculty and administration. When such a stance is taken, universities may realise that the complement of female academics and their inclusion in leadership positions may be representative of at least the specific community in which the university operates.

Consequently, what is sought in affirmative action is to ensure that it is rooted in justice and equality and can be used as a point of reference and revision of standards and practices to ensure that universities draw from the largest market place of human resources in staffing their faculties (Beaurain and Masclet, 2016). In essence, this will avoid inadvertently disqualifying the most competent persons by unapproved conjectures that female academics cannot lead in universities. However, AAUP (2006) highlights that, despite the foregoing support for affirmative action, concerns have intensified. In fact,

there a number of worrisome trends in universities with regard to affirmative action as means to enhance female leadership in universities which need to be addressed namely;

- although some faculty members have vigorously supported affirmative action, faculty members have too often abrogated their traditional role in institutional policy formulation and implementation by allowing administrators to assume major responsibility for affirmative action requirements,
- the administrations of many institutions have promulgated rules that, not only intrude into the academic decision-making process, but also are counterproductive to the aims of affirmative action,
- insufficient progress has been made in removing the vestiges of discrimination and achieving equality, and
- failure of many universities to end discriminatory policies and practices or to provide effective internal means of redress has led to the status quo to remain unchanged and at the same time, enforcement activities have been viewed as unwarranted interference with institutional autonomy.

The researcher is of the view that now is a suitable time for universities not only to reiterate their stance in supporting affirmative action, but also to suggest ways that affirmative action might be implemented to increase the visibility of females in decision making processes. Burton, (1997) states that there are steps which have to be followed in adopting affirmative action to address specific issues in universities. These are listed below.

- Issuing by management of a policy statement notifying employees of the commencement of the affirmative action programme.
- Conferring responsibility for the programme on an individual with sufficient authority, status and expertise within the management to enable proper development and implementation of the programme.
- Consulting with all the employees especially females.
- Collecting and recording statistical and other relevant information on the programme.
- Reviewing policies and practices of the employees to identify and discriminatory policy or practice or to identify any patterns of lack of opportunity relating to female academics.
- Setting objectives and making forward.
- Monitoring and evaluation of the implementation of the programmes to assess the achievement of the objectives and forward estimates.

The situation presented above, though written decades ago, is absolutely analogous to what should take place in universities today. Further, it aligns with what the current study attempted to answer on how best affirmative action can be used to enhance female leadership. Taking such a stance, will avoid affirmative action being as a bureaucratic intrusion which may lead academics to respond with superficial and ceremonial acquiescence.

In addition, in order to try and fight the potentially inevitable succession of male leadership in universities, Abagre and Bukari, (2013) are quick to remind us that affirmative action should be seen as part of the answer that has led to some level of transformation in universities. Further, it is also an option that needs to be seriously practiced if universities are to address and enhance female leadership. This is because, in universities, gendering is broadcasted in many ways leading to a lack of homogeneity in top positions such that issues concerning female academics in decision making processes continue to materialise with new and disturbing prolongation (White, Bagihole and Rioden, 2012). However, addressing these concerns may prove to be a colossal task because observations have been made the 21st century university is yet to address the debate of lack of female leadership in universities, let alone see it an initiative which must be promoted and respected. Hence, this study sought to find out why dearth of female leadership subsists.

A study by Zikhali and Maposa (2012) using a mixed method approach comprising 50 randomly selected participants showed that there was no distinctiveness with regard to promoting females to leadership positions because the policies in universities appeared to be in favour of female academics. Interestingly, Hlatyswayo, Hlatyswayo and Muranda, (2014) study in Zimbabwe showed that affirmative action was not being implemented practically but on paper only. The two studies compared female barriers in the workplace within the Zimbabwean context of higher education with regard to leadership positions. Both studies are indicative that the existence of strategies and structures to promote female leadership is largely dependent on the culture of an institution and not the country itself. Some institutions may have gender equality interventions in place whilst others may

not. The question worth considering at this point is: What gender equality intervention policies or programs have been put in place by universities under study to support implementation of affirmative action as a way of promoting female leadership?

Understandably so, it is still important that universities have affirmative action to promote a more diverse environment and to work towards the eradication of inequality in the workplace (Leslie, Mayer and Kravitz, 2014). Due to the potential for positive outcomes in affirmative action, Warrington, Fenton and Kirugu, (2011) posit that it is vital that universities tailor-make their affirmative action programmes and plans to meet the needs of their academics. However, a recent report by FAWA (2015) highlights that continued marginalisation and undermining of female academics in universities also emanates from failure to have individuals that are responsible for making sure that affirmative action is acted upon and its effects are monitored. As a result, affirmative action continues to be viewed as a document that gathers dust and waits to be used as a referral document used for illustrative purposes only rather than for practice. One would therefore ask; how can universities address this problem so that female leadership does not remain a distant dream?

Sentiments by FAWA (2015) are not surprising because African universities are generally male dominated (Makondo, 2012) therefore, gender imbalance across these institutions is not uncommon. This is not only due to the cultural, economic, historical and political factors, but also due to the institutional frameworks which, by mere fact that they were implemented by male academics, appear not to be sensitive to the needs of the female academics. Consequently, these so called frameworks lock female academics out of decision making processes, powerful positions and academic intellectuality. Though, affirmative action is a key intervention strategy which can enable female academics to engage in principal areas of leadership in society, a case study of four universities in South African and Zimbabwean universities by Makondo (2012) shows that what is needed is a total overhaul of universities if any significant changes are to be attained, sustained and retained. Ngwane, (2010) observes that affirmative action to enhance female leadership can only succeed if all the groups affected by the implementation of affirmative action are involved and their interests and concerns are addressed and

balanced. The same line of thought is buttressed by the bottom up theory which illuminates that all human beings are of equal status and the opportunities available should be transparent and involve everyone irrespective of gender (McPhail, 2003).

Kuomuhendo and Rutuno, (2009) posit that the current status quo in universities shows that there are very few females at top management positions and this raises questions over the power dynamics as well as whether all the female academics have a voice in the decisions that are taken. In the words of Gabon (2011), there is need to ensure that a new kind of academic leadership is promoted; one that recognises the need for a change of environment in universities which embrace both genders and promote gender equality through affirmative action. This will address the longstanding truism that the qualifications and the achievement of the affirmative action beneficiaries are always under scrutiny. Thus promoting alienation and polarisation which may lead to problems in the implementation affirmative action (Dekker and Lemmer, 1997; Shava and Ndebele, 2014).

Abagre and Bukari (2014); Bohlander and Snell (2004) say that lack of administrative systems by top management to effectively utilise affirmative action to enhance female leadership may lead to premature conclusions that affirmative action in universities is being haphazardly implemented. According to (Mareva, 2014), a concerted effort from the management and all the university stakeholders must be adopted to harness the under-representation of female academics. Kennedy (2015) further states that commitment for university leadership though affirmative action important. This is because a realisation has been made that, where universities show that they have gender equality policies in place, they fail to consider that female academics may not be provided with the necessary opportunities in order to facilitate their growth and advancement. This calls for universities to be vigilant when utilising affirmative action as strategy for promoting female leadership. Velasques, (2002:155) purports that if a university is not vigilant in the implementation of affirmative action to enhance female leadership, "it can easily turn into a moral minefield that can destroy precisely what it intended to cure". It is imperative that universities realize that the proper implementation of affirmative action to enhance female leadership may act as a mirror image of how their institutions promote gender equality.

Despite the foregoing arguments that affirmative action can generate mixed feeling in universities, Mareva (2014) states that some universities in Zimbabwe have made tremendous efforts in promoting visibility of female in top positions, promoting gender equality and striving for a male-female 52-48 ratio through affirmative action. Such initiatives are based on the premise that females have been marginalised for a long time. It is apparent that affirmative action can help universities to move beyond enabling female access to universities but to real issues that affect female academics' ability to fully participate and fully function in the institutions. Using affirmative action to implement gender policies to enhance female leadership means that female academics will be given the chance to realise their full potential participation in decision making processes. Thus, such a measure can be seen as an extra effort put in place by universities to attract and retain female academics in academia in a bid to leaking pipeline and gender gap.

Additionally, affirmative action takes into account the under-representation of some minorities in universities (Kaimenyi, Kinya and Samuel, 2013). Using a qualitative design in their study in Kenya, the authors concluded that affirmative action is important because universities can use it as a weapon to destroy the deeply engrossed male prominence in university leadership. This calls for a serious change of mind-set, not only for the policy makers but also for all stakeholders within the university system to view affirmative action as a strategy to eliminate gender inequalities. Moreover, universities can learn from each other on how to enhance female leadership through affirmative action.

If there is a change of mind-set then affirmative action in universities may be effective. Moreover, if affirmative action is collaborated with other organisational policies in place it is capable of forestalling institutional gender inequality and dealing expeditiously with the under-representation of female academics. It focuses on justice and human intellect (Kennedy, 2015). The fact that universities are enacting various strategies to promote female leadership indicates that they are now aware and more conscious about gender stereotypical behaviours and structures that may hinder progression of their academics. This research attempted to establish if universities are now gender sensitive with regard to the phenomenon under study.

Shaw, (2005) notes that the future of female academics is bleak unless universities make it a point that affirmative action is tied to the strategic goal of their institutions to avoid it being an ill-defined conception. Moreover, Nel (2011) in his unpublished thesis, argues that affirmative action in universities must be viewed or can best be described as an extension of gender equality. The universities must question themselves whether the affirmative action strategy in itself is capable of transforming the current inequalities in universities and the extent to which affirmative action can be seen as a redistributive strategy through the strategic goals of institution.

The solution lies in a report by (Tsanga, 2010) who stated that gender equality policies and all the gender equality interventions put in place by universities are important only if they are understood from the point of view of both male and female academics, using a pro-active approach. It is vital that those who are given the opportunity to lead through affirmative action are equally qualified and are equal to the task and highly competent when given the opportunity. Affirmative action is to a large extent, an aspect of transformational measures and is intended to ameliorate the underutilization of those female academics who are qualified to lead but have not been given the chance to do so. Furthermore, affirmative action is meant to rectify problems that exist in the universities recruitment and promotion practices which may hinder the enhancement of female leadership (Kellough, 2006). These authors' sentiments are in support of the feminist critical policy analysis theory which was adopted in this study which also advocates to transformation and emancipation of female in learning institutions. Affirmative action promotes diversity in universities which may accumulate to a wide range of skills that can boost the productivity of the university through its academics.

Accordingly, Tudge (2004); Bacchi (1996) and Hlatyswayo et al. (2014) state that affirmative action means that an employer has the duty to take positive measures to undo the effects of unfair practices and come up with ways of preventing them in future. The aim of affirmative action as means of enhancing female leadership is not to substitute one form of discrimination with another. Instead, it is to get rid of discrimination altogether in an environment which is characterised by past inequalities. According to Doverspike, Taylor and Author (2006), universities should place more emphasis on merits and

competencies of the female academics who are beneficiaries of affirmative action so that there may be a reduction of resistance from those who opposed to affirmative action being used to enhance female leadership.

Since affirmative action's goal is equal opportunities in the workplace, it is crucial that this strategy is not just a formality but is implemented in a substantive manner (Tladi, 2001). This brings us to Tudge's (2004) observations that, for substantive results to be realised, affirmative action should be a planned process and should not be equated to rigid quotas, but should spell out proportionality which must prevail among the qualified labour pool. Thus, affirmative action is not about assimilation but about harmonisation meant to promote optimum utilisation of opportunities.

Further to the discussion Grabby and Herdman, (2009) postulate that affirmative action must not be superficial and must be implemented in a well-planned manner. Support for the above can be gleaned from the earlier works of Charlton (1994) in the nineties, buttressed the view that affirmative action in universities must not be turned into window dressing because it is a serious investment on the future of any institution which should not be mistaken for a temporary process or short term goal. The assumptions that female academics are not at par with male academics and continue to be handicapped in the race to attain and sustain leadership positions means that universities can adopt affirmative action as a road map providing specific plans in relation to the policies aimed at enhancing equality.

A dearth in female leadership in universities means lack astute insights into the political processes of the universities. At the same time, lack of diversity and inclusiveness in universities points to fear of embracing change especially by the policy makers (Kellough, 2006). The researcher observes that affirmative action will function only if universities embrace diversity through transparency, accountability and commitment by senior management. Senior management represents key stakeholders, not only in the policy programmes to be implemented but also on initiatives to put female academics on the map through gender mainstreaming and changing the organisational culture because they have more influence on changing the attitudes of their subordinates (Doverspike, et al. 2006).

Affirmative action, just like gender mainstreaming, is a dual strategy for providing equality for all and addressing imbalances in universities. As such affirmative action may also be viewed as a form of good practices which broadens access to top leadership positions for female academics (Wagkey, 2013). Slater (2014) questions whether affirmative action and gender equality are nothing more than political smoke screen because a level playing ground between males and females in positions of leadership is yet to be realised in universities. A further question may be posed: Has affirmative action really challenged the status quo? A study on the contribution of women academic directors to higher education in Zimbabwe by Kudyamatimba and Tapfuma, (2014) revealed that a colossal gap still exists in universities despite the strategies for gender equality that some universities have put in place. Additionally, Ndlovu and Mutale (2014) and Balafotas and Sulter (2012) posit that female academics still have the gargantuan task ahead of them before they can be fully recognised and acknowledged as equals to their male counterparts. It is vital that universities walk the talk on affirmative action issues so that female academics can compete on an equal footing. Greyvenstein (2000) says that the level at which the equality laws and policies are formulated should be consonant with the improvement in levels of under-representation of females in management positions.

Research has also confirmed that, if implemented properly, affirmative action can lead to optimisation of the potential of female academics resulting in the achievement of greater employment equity (Sanchez, 2015). Moreover, it is the most dynamic and the most active process to achieve some progress in universities because it strives to eliminate the exclusionary practices in universities and makes an effort at inclusion (Kennedy, 2015). Meanwhile, Chabaya et al. (2009), Chuma and Ncube (2010) and Katura (2014) argue that there is little difference in Zimbabwe with regard to females in areas of public life because they still remain on the edge of the ranks of decision makers. According to Musingafi et al. (2013), the introduction of affirmative action in Zimbabwe was aimed at correcting the existing imbalances with the aim of promoting females into positions of influence and responsibilities. The ZNGP, (2013) clearly points out that increased attention must be given to issues concerning females if they are to take on new opportunities. This can be achieved through a reinforcement and support of gender policies and strategies in place (Matope, 2012). Moreover, due to the complexity of

gender equality policies, affirmative action cannot operate in isolation. Therefore, the inclusion and understanding of male and female perceptions and experiences may lead to long lasting solutions on how to address suffrage of female academics in universities.

Despite such extensive and extant literature, on how affirmative action can be utilised to promote female leadership in universities, the problem still persists. Universities need to come up with gender structures so as to create an even playing ground. It is paramount that the strategies that have been discussed in the preceding sections are matched with the gender structures to enhance female leadership. According to a study done by Clarke (2011) on advancing female careers through leadership development programs, achieving gender equality at senior levels in universities may not be achieved through the implementation of gender equality policies and strategies only. Instead, what is required are gender structures that provide opportunities for female leadership and also promote gender equality matters between male and female academics. The next section will look at the gender structures that the universities have put in place to enhance female leadership in universities.

3.1.4 Gender Structures in Universities to enhance female leadership

This section discusses gender structures universities have put in place to ameliorate lack of female leadership in universities. The researcher uses literature from different gendered organisations whose findings and recommendations on enhancement of female leadership are relevant to a university setup.

3.1.4.1 Gender equality structures

Gender inequalities abound in various aspects of life and this has led universities to respond to these inequities and come up with tools to address gender disparities. Some universities have addressed this problem by enacting gender structures which include Gender Schools (GS), Gender Units, Gender Focal Points and Persons (GFP) and also strengthening and Gender Studies Centres (GSC) within their institutions (Tritium, Oduru and Phah, 2015). Gender structures in universities are meant to produce considerable knowledge on gender issues such as engaging in activities aimed at increasing female participation in higher education as a transformation undertaking (Bunyi, 2003). Prior

studies also indicate that the existence of gender structures in universities gives the impression that all is well with regard to putting female academics on the map (UNDP, 2006). Kesby (2005) postulates that enacting gender structures in universities is not a one-size-fits-all situation or solution which can lead to institutional changes. He argues that what is needed is a more fundamental change which can offer possibilities of genuine transformation in universities. The sustainability of gender structures in universities is largely dependent on a supportive institutional system and mechanisms and as such must hinge on:

- a strong commitment and leadership from managements,
- a clear and pro-active strategy for implementation of gender equality policies,
- qualified senior gender experts to advice on gender policies in universities,
- awareness of gender as a collective organisational responsibility,
- systematic training of gender issues, tools and thematic issues, and
- dedicated financial resources for gender equality.

Linked to the above, it is clear that having gender structures in place may lead to enhancement of female academics in universities. This will minimise the lack of females in leadership positions because the implementation of gender policies often requires that some gender structures be changed or created in order to monitor and take full responsibility of the gender policies in place (Tsang, 2015). However, according to Tassew (2010), some universities only have gender offices in name only with no formal or regular means through which to disseminate their messages and promote gender awareness and causes.

An earlier study by Bunyi, (2003) highlights that the establishment of some structures to teach and promote gender issues for gender equity and equality have been going on in some universities to enhance visibility of females in leadership positions. A study conducted in Zimbabwe by Nyoni, et al. (2014) shows that putting gender structures in place may lead to a change of mind-sets incapable of eradicating the ugly faces of misogyny. It is not all universities that do not have gender structures to enhance female leadership and support gender equality. This study therefore, sought to find out from if universities under study had any gender structures in place and whether they had a change of mind towards gender equality initiatives set since their enactment.

Mawere (2013) also did a study on evaluation of the Nziramasanga Report of Inquiry into Education in Zimbabwe 1999: the case of gender equity in education. The study showed that due to the establishment of the a gender centre in one university in Zimbabwe and a gender committee responsible for monitoring the implementation of gender equality policies, positive changes towards gender concerns had been realised such as realisation of female in some leadership positions. Moreover, at Kenyatta University (KU, 2007) there has been an enhancement of both male and female academics through the principle of participation and registration of excellence of every individual. To continuously promote this, KU has a centre for Gender and Development Studies as an academic unit and Gender Affirmative Action and Implementation Centre which aims at enhancing capacity for all academics. Furthermore, as a way of enhancing visibility of females, the University of Ghana set up its Centre for Gender Studies and Advocacy (CEGENSA) in 2006 and its main activities were to initiate, advice, monitor, evaluate, organise and disseminate information on gender (Adusah and Karikari, 2008: 131). The AAUP (2006) postulates that it is important that universities have affirmative offices and affirmative officers to help universities to implement gender equality policies and promote gender awareness as follows:

- The affirmative-action officer should have the authority, upon determining that a department's search for candidates has not been adequate, to defer an appointment pending appropriate faculty and administrative review.
- The affirmative-action officer should play a role in the normal personnel-action procedures of the institution, including promotion, tenure, and salary determinations.
- The administration of an institution's affirmative-action program should encourage and provide a mechanism for faculty participation. Support from members of the faculty and the administration is of utmost importance.
- A committee established by the appropriate institutional governing body should be responsible for promoting the policies established in the institution's affirmative-action plan and for periodic review of the plan once adopted. An institution-wide committee would be able to see to the integration of the affirmative-action plan into the personnel decision-making process and the coordination of equal-opportunity activities on campus.
- A change for implementation of the affirmative-action plan should be given by the Vice Chancellor to the affirmative-action officer and this should be communicated to the faculty, staff, and students.

The aforementioned underscore the observations made by Otieno-Omutoko and Mwauru, (2008) on the importance of working with all the stakeholders at different levels for real gender equality opportunities to be achieved. The writers also state that universities can also have gender mainstreaming divisions and GFP as gender structures that can be used to facilitate implementation of gender equality policies and enhancement of female academics into leadership positions. This can be achieved through gender awareness, promoting gender sensitivity and gender equality, training implementers in gender analysis, gender outreach programmes, as well as gender research and development of monitoring and plans. Such structures ensure that there is no regression of strides in enhancing female leadership. This study sought to establish if there are any awareness programs through the gender structures that have been put in place by the universities in question to enhance female leadership in universities.

In the next section the importance of GFP is discussed and why they should be a strategic and structural necessity meant to create awareness on gender issues and why gender issues should not be equated to female issues only.

3.1.4.2 Gender Focal Points in Universities

In most universities, there are gender focal points and gender focal persons whose role is to issue and form partnerships in and out of the universities to promote gender equality (Tsang, 2015). However, the UNDP (2006) posits that the low status of gender focal points is an indication of the low level of importance that has been given to gender equality in universities to date, given the fact that in most university setups, only one person is expected to deal and cater for all gender needs. As a result, though some universities have gender experts and lecturers as their gender focal points, these individuals usually find themselves overwhelmed by all gender related work, thus compromising their effectiveness due to work overload (Manyire and Apeke, 2013; Britwum, Oduru and Phah, 2015).

Furthermore, observations have been made that most of the GFPs are often junior staff members who have no clear job descriptions and have other responsibilities besides the gender portfolio (UNDP, 2006). Writing from a Zambian perspective, (Mshanga, 2007) notes that most of the GFPs are overburdened and are deprived of time and this leads to poor implementation of these structures. Lack of performance assessment on these structures has also been cited as one of the major pitfalls of the gender structures in universities. Given the above assertions, what is needed is for university leaders and managers to think about how they can manage the above mentioned challenges and support the success of female academics into leadership positions (Morley, 2014 and Coate and Kandiko, 2014). Therefore, the study also investigated the challenges experienced by universities under study in connection to the gender focal points (if any) in place.

Ismail (2012) also points out that in universities, it is important to have qualified personnel to handle gender structures. The researcher's argument is based on the results of a study examining gender focal points roles to implement gender mainstreaming. It emerged from the study that gender focal points are meant to assist in strengthening and expanding the network in universities, consolidate feedback system and follow-up action, increase capacity, understanding, knowledge and experience. This points to experienced personnel who will not only be responsible for gender centres but also disseminating

information about gender equality. The strength of gender focal points is that they appear to be cyclic in nature. As such, this can give the universities the opportunities to identify any weaknesses and strengths within their structures and promotion of gender equality.

Moreover, the impetus for the intensification of the gender focal points is premised on the fact that they are useful in assisting universities and individuals who are responsible for gender equality policy the importance of gender budgeting. They also ensure the smooth implementation of gender policies in universities. It will be recalled by the reader that gender budgeting in the preceding sections was pointed out as one form of good practices that universities can adopt in making females visible through transparent resource allocation. It may be concluded that any gender focal points within a university setup must be in a position to offer advice and provide estimates on the funds needed to ensure that the implemented structures in universities do not experience a regression of strides (UN Women, 2010; Raina, 2010 and Ismail, 2012). For example in 2009 the Obefemi Olowolo University put in place a centre for Gender and Social Policy Studies (CGSPS) which takes directives from the Vice Chancellor's office and the centre has the following responsibilities and functions:

- Implementing, monitoring and evaluating the objectives of the gender policy and ensuring that a gender perspective is incorporated into all activities of the university planning.
- Planning and co-coordinating all capacity building and gender sensitization activities and liaising with the planning and budgeting Monitoring Unit (PBMU) to ensure that other department/ faculties disaggregate their data.
- Encouraging fundraising activities to promote gender equality and funding opportunities for scholarship and gender related research.
- Advising and acting faculties and departments, units and centres to incorporate gender perspectives and other gender activities.
- Regular reviewing of gender policies and proposing effective strategies and regular reporting on progress made.

The above factors show what needs to be taken into consideration to have vibrant gender focal points. This study further examined how the gender focal points function and their other roles and responsibilities in enhancing female leadership and how the universities under study deal with the challenges they encounter.

It has emerged that some of the gender focal points are managed by personnel ignorant about issues regarding gender (Skaard, 2008 and Edward, 2014). Ismail (2012) laments the lack of awareness of gender issues by most gender focal points. A report by NUFU (2010) shows that in all the 4 universities visited in Tanzania, gender structures such as gender centres, unit, and implementation committees existed. However, it emerged from the report that some of the structures were placed directly under university leadership and policy makers. Their inclusion in decision making and participation was very limited with accusations of lack of expertise and vigilance from the gender focal persons. It may be concluded that lack of power and authority of focal persons to function more effectively and efficiently leads to complacency and an informal approach to gender issues. To achieve, sustain and monitor how gender focal points function, there is need for universities to hire competent staff and to work collaboratively so that female leadership can be enhanced.

Manyire and Apeke, (2013) posit that it is important that the responsibility of gender awareness is not left in the hands of individuals who only display a passion and interest for gender issues yet lack the knowledge and expertise about the important aspects. A further illustration is made by Ismail, (2012) who notes that any individuals responsible for gender focal points must possess traits of a leader identified by Kirkpatrick and Lock (1996) namely:

- drive – determination to achieve gender equality,
- aspiration to persuade others to open up gender related issues and to address gender issues appropriately, must be honest and transparent in conducting the role and responsibilities of a gender focal points and be in a position to take appropriate action to solve specific problems, and
- confidence so that subordinates, policy makers, the implementers will take gender issues as important as other pressing matters in universities and how to handle gender disaggregated data.

The Kirkpatrick and Lock (1996) traits highlight the importance of stakeholder involvement in achieving gender equality and promoting the visibility of females in positions of leadership. Linked to the above Randell (2010) also notes that the effective implementation of gender equality policies, and that of the gender structures should be

the responsibility and business of the university community such as university leadership, academic staff and administrators. As long as bureaucracy and hierarchical arrangements continue to be experienced in universities, the manner in which the gender structures are managed will be adversely affected and the status quo of the female academics will remain unresolved (Edwards and Weller, 2014). The 21st century trend goes against a hegemonic system of hierarchical and bureaucratic institutions and so different measures need to be adopted. Gender structures should not be theoretical but practical because they are the principal contact point for internal and external communication in universities on improving visibility of female into leadership positions. Hlatyswayo et al. (2014) writing from a Zimbabwean perspective, advises that universities cannot show a sense of inertia with regard to enhancement of female leadership, but must find ways of increasing and endorsing females at management level where their input in decision making processes can be felt. Research shows that this can be achieved through the gender structures in place (Adams, 2001).

There are no quick fixes to the enhancement of female academics into leadership positions. Instead it is a mammoth task that calls for special knowledge, commitment, and competence, financial and human support. Although universities may express their commitment to gender equality, it appears from the existing literature that they do not commit greater financial resources to enhancing female leadership. Britwum et al. (2015) also observe that the contestation around funding. Hence the next section focuses on funding of gender structures in universities.

3.1.4.3 Funding of Gender Structures in Universities

According to Donovan (2006), lack of funding for specific units in universities shows the level of commitment of the universities. A recent report by Edwards (2014) on the strategies to improve gender equality in South Sudan states that the problem with gender structures to enhance gender awareness and promote female leadership in universities is that they are weak, ineffective and seriously underfunded. Similarly, O'Connor (2014) states that lack of commitment and resources for gender issues has led to most universities choosing to form ad-hoc committees as structures to enhance female leadership. The researcher believes that gender structures should not be seen as

something that is formed or used for a special or immediate purpose only to be dismantled afterwards. Gender structures should not be erected without previous planning as these ad-hoc committees imply.

Lazarous (2008) argues that lack of budget allocation for gender structures and lack of formalisation of such structures points to lack of gender awareness and gender sensitive planning in universities. The reader may also recall that in the preceding section on gender mainstreaming, the issue of gender budgeting was discussed briefly as a way of illuminating that it is a critical tool that enables gender analysis of budgets at macro and micro levels to avoid direct and indirect discrimination against male or female academics. Understandably so, the availability of funding of gender structures points to a solid facilitation that advocates an exchange of good practices and knowledge among universities as well as provide opportunities for continued efforts to make progress towards gender balance (UN Women, 2014; LERU, 2012; Bunyi, 2003).

The (OAU, 2009) also advocates comparative analysis of gender policies and existing good practices across institutions and countries, to promote female leadership. The researcher concurs that when universities do not have financial resources, promoting gender equality policies to enhance female leadership may be seen as a trivial issue and this will result in the marginalisation of gender structures. Gabona, (2011) brings in another perspective from the preceding paragraphs and states that universities must not make the issue of funding an excuse to the implementation of gender structures. But, should make strides to raise funds to promote gender initiatives in their institutions

Lack of adequate funding to implement gender structures in universities is one reason why female leadership within academia is still flimsy, in the same vein Mama (2006) posits that, though gender centres have been established in African universities including Zimbabwe, the prerequisite for the successful implementation of these structures in developing and developed countries lies in adequate funding. She further attributes the slow growth of the gender structures to those universities that have resisted making appropriate budgetary and personal allocations to gender equality initiatives and promotion of female leadership. The situation is also worsened by the fact that some of these structures are dependent on external funding, meaning that they can be

incapacitated to respond to the demands of enhancing female leadership if funding is withdrawn (Manyire and Apeke, 2013). This actually brings us the point raised by Gabona (2011) in the foregoing paragraphs that it is high time that universities and their leadership, who are the policy makers, become entrepreneurs to help support and fund their own gender structures.

According to (OUA, 2009 and Bunyi, 2003) gender interventions through gender structures should be integrated within the university strategic plans. A university strategic plan generally states the vision and direction of an institution and is intended to be all inclusive throughout. Some universities have clear terms of reference and guidelines on procedures to be adopted to promote gender equality and undertake the establishment of institutional structures including monitoring and evaluation in their strategic planning documents. This study also sought to analyse the strategic plan documents of the universities in question to see if there is any mention of the gender structures in existence or yet to be put in place to enhance female leadership.

While acknowledging the achievement that some female academics have made since the adoption of gender units and gender centres, Aasen, (2006) and Britwum, et al. (2015) point out that the problem lies in that these structures appear to slip imperceptibly into female (academics) affair only. A study done by Chant and Sweetman (2012), also supports the above and posits that gender is increasingly being reduced to a female-girl issue with little attention to gender relations despite structural units in some universities. In the same line of thought, Bystydzienksi, Ballam and Nieto (2012) did a study at the University of Akron in USA on Women study programme and women resource centres and found that most of the gender structures in place were run by committed female faculty who render their services basically as a labour of love. Meaning that there was lack of collaboration and inclusion of male academics in these gender initiatives.

Evans (2011) states that gender structures in universities need not to be one sided but should encompass gender sensitive male and female academics to illuminate new ideas about the important roles and changes female academics might bring to empower universities. Furthermore, it has also been suggested that what is needed is just a handful of gender sensitive leaders to shake up complacent employees, raise uncomfortable

questions and steer gender programmes in a more transformative direction. This will make universities and their stakeholders to introspect and promote female leadership thorough the inclusion of both genders. Unfortunately, the extant literature points to lack of consistent leadership on gender issues and a lack of clear vision that compromises commitment to inclusion in universities. The adoption of the top-down theory may help policy makers to realise that their role is to come up with clear roles and responsibilities to control and supervise the actions of the policy implementers (Pulz and Treib, 2010).

The (African Development Bank (ADB), 2012) argues that more focus and political will needs to be directed to gender equality issues and putting the monitoring and evaluation reports of the structures in place because this is where the remedy lies for enhancing female leadership. Moreover, this may help to curb a disinterested, uneven and hostile organisational culture and leadership which does not take issues of female leadership into serious consideration. Gender perspective adaptation must be treated as the most important element, and only then can the implementation of gender equality policies and gender structures effectively achieve their aim of enhancing female into leadership positions (Ismail, 2012). This call concurs with top-down and bottom-up theories that were adopted for this study because both theories concentrate on the negotiation and bargaining by both local actors and policy makers at macro and micro levels for successful implementation of gender equality policies in universities. The researcher believes that the involvement of all parties ensures that from the onset, everyone is clear about their roles and responsibilities with regard to the implementation of the gender structures thus, reducing the rate of resistance to new change and improve commitment levels between the policy makers and the street level bureaucrats.

However, an earlier study by Wallace (2002) indicates that collaboration and transformation of universities through gender structures may not be easy to attain. Wallace explains that most universities are faced with ignorance on gender issues coupled with lack of awareness of gender equality which makes it hard to have substantive gender structures which are inclusive. Interestingly, the Malaysia's Expert on Gender (2010) observes that most institutions do not deem it necessary to have any structures in place. In the University World News on Gender disparity in Higher Education

in Ethiopia, Lastrade (2012) highlights that though universities have concentrated on establishing gender offices, the problem is that these centres are not fully functional and appear to be used as adornments that universities refer to as having met their obligations in eliminating gender disparity.

Bystdzienski et al. (2012) also highlight that some gender structures in universities continue to lack dedicated space and visibility. Moreover, some institutions tend to be in denial of any gender issues especially if the majority of staff members are females. Unfortunately, this tends to create a false impression that gender equality is in place and has been attained. The researcher concurs that universities continue to operate under these false pretences because research shows the majority of the administrators in (African) universities are male academics. Consequently, it is important that universities do not base gender equality on the number of female academics in universities, but rather on how many of these females are in university management positions. This calls for a clear outline of the underlying forces at play within the university' environment so that corresponding gender structures can be endorsed. (Bystydzienksi, et al. 2012). The above is buttressed by Tudge (1997) who observes that universities that have separate structures for addressing gender equality make better progress. This means that these structures are given adequate attention to ensure that they play their role of enhancing female leadership as per the university expectations. The foregoing studies illuminate that in spite of the "official" approval by the university leadership, gender structures in universities have to be linked with organisational culture to avoid rejection and marginalisation (Britwum. et al, 2015).

In other words, if there are no clear set of goals and objectives right from the onset when the gender structures are being enacted within the university system, the result is what is quoted by Skaard (2008) as initiatives that end up being ambiguous, leading to an incongruous situation. Therefore, these gender structures must be affirmatively set with clear mechanisms for ongoing evaluation so that the current gender gap may be closed. The above also buttresses that without a clear statement of any university goals which the reader might recall kept emerging when the organisational culture, gender

mainstreaming and affirmative action in universities were being reviewed, putting across gender structures to tackle the existing problem in universities may take a long time.

According to Bird (2011), the problem is not about failing to have clear organisational goals; it is about university leaders failing to recognise the existing institutional barriers. In fact, the imbalances in universities despite the policies in place continue to be churned out due to lack of gender interventions, what they entail, how their impact is measured or how they are designed and implemented. According to Eddy and Ward (2015) it is important that universities strive to put in place work an environment that is inclusive of gender structures that will enable and encourage the success and academic expectations of those female academics that have taken the chance to “lean in” towards opportunities they encounter in universities with regard to leadership positions. Bunyi (2003) says the circumscription of female academics has changed slightly because gender units and centres have been mushrooming in African universities. These have a strong foundation for activism in gender equality and they have one common cause which is to advance the importance of female academics in leadership positions and advancing knowledge on the implementation gender equality issues in universities (Manyire and Apeke, 2013).

Implementing the above will avoid a situation raised in a study by Ndebele (2014) in which the participants in their study felt that failure to embrace gender structures lies in the lack of assurance and support on these structures, leading to empty promises made by university leadership, who in this case are the policy makers. In Nigeria, the situation is the same. Awe, Abanimye and Ipuople (2014) also points out that laudable policy strategies and structures formulated by the institutions tend to evaporate into the thin air. These authors posit that this is due to lack of sensitisation of the importance of gender equality and importance of having equal representation of both genders in decision making processes to all stakeholders right from inception. Moreover, failure of emulating those good practices that other universities implement in promoting an equal footing for their academics also negatively affected the implementation of laudable policy strategies and structures. For instance, in 1991 the Makerere University of Uganda established a Women and Gender Studies Centre but, for close to a decade, the centre was inadequately catered for as a structure for enhancing female leadership and gender

equality awareness, thus, showing lack of commitment by the policy makers and the implementers towards gender structures. This means gender structures need to be continuously fuelled and injected with gender expertise all the time.

For these reasons stated in the foregoing paragraphs, it may be concluded that a solid foundation and implementation of the strategies that can be used to enhance female leadership also creates a level ground for erecting structures that can be used to endorse female leadership in universities. Universities have to ensure that their strategies and the structures are intertwined and speak to each other so that the relationship between these two variables clearly comes out.

There is an immediate need for an institutionalised coordination of gender activities and structures that can facilitate implementation that gives direction on how to deal with gender issues and engineer development of gender responsive policies and procedures with the aim of enhancing female leadership. It is paramount to identify how universities build on the structures that they have and how they promote and monitor the work they do and put it into good practices. Without any monitoring and evaluation of these strategies and structures it may not be possible for universities to make judgement of their good practices or whether the strategies and the structures that have been implemented to enhance female leadership are yielding positive results (Bunyi, 2003).

The section that follows focuses on how universities monitor and evaluate the implemented gender equality policies because this is an area in policy implementation that requires practice and repetition if it is to be established with new grid of power to ensure that female leadership is promoted in universities.

3.2 MONITORING AND EVALUATION OF THE IMPLEMENTATION OF GENDER EQUALITY POLICIES TO ENHANCE FEMALE LEADERSHIP IN UNIVERSITIES

Monitoring and evaluation is gradually becoming important for effective implementation of gender equality policies and for any gender programmes and projects that universities may use to enhance female leadership in universities so that palpable results may be

realised. In this section, monitoring and evaluation are going to be discussed concurrently because there are numerous similarities in the manner in which they are conceptualised.

3.2.1 Definition of Monitoring and Evaluation

According to Clancy (2014), monitoring is a continuous process to allow for an assessment of progress towards achieving gender goals. The World Bank Group (2009:2) further postulates that monitoring embodies regular tracking of inputs, activities, outputs, outcomes and impacts of development activities at the project, program, sector and national levels. Monitoring is a tool that constantly reviews the institution gender equality policies and programmes to identify challenges and to provide strategies for improvement so that female leadership can be enhanced (Khanaler, Koolwal and Samad, 2010; Ndebele, 2014). The monitoring of policies should be a collective effort involving policy makers and policy implementers for effective outcomes.

Evaluation is an intermittent process at pre-defined moments in the policy cycle done at mid-term or at the end. It gives evidence of how targets and objectives are (not) achieved and also provides strategic lessons to guide decision makers and stakeholders and helps determine whether the program should be continued, improved or expanded (Cornielje, Velema and Finken-Flugel, 2008; Kusek and Rist, 2004; Fonkem, 2012 and Zwane, 2014). Therefore, evaluation is extracting an accurate value of an action in order to determine what benefits are accruing to the lives of those affected by the action such as the implementation of gender equality policies to enhance female leadership in universities. In a nutshell, monitoring and evaluation is contrasted by (SAMDI (2010:16) and (Cwayi, 2011: 22) as follows:

Table 2: Comparison between monitoring and evaluation

MONITORING	EVALUATION
Ongoing	Periodical
Regular collection of data	Time bound collection of data
Fast-tracking performance	Judgement, learning, Merit
Conducted internally	Conducted externally or internally often by another unit within the organisation
Alerts to problems and relevant changes that could be made in the monitoring process and answers the question 'what's going on?'	Answers the question, why do we have the results indicated by monitoring data?
Reports on effectiveness, efficiency and process.	Reports on effectiveness, efficiency, outcome, impact, sustainability and relevance.

Source: Cwayi (2011:22) and SAMDI (2010:16).

The table above clearly illustrates that monitoring and evaluation are related and thus, are in a position to provide effective and formalised feedback when used concurrently for the implementation of gender equality policies and enhancement of female leadership in universities.

According to Loxton, (2004), monitoring and evaluation of gender equality policies is the missing link in universities which can lead to female visibility. This is supported by Bunyi (2003) who posits that without any monitoring and evaluation, it is not possible for universities to determine if the interventions put in place such as gender mainstreaming, affirmative action, a conducive organisational culture and gender structures are enhancing female leadership. The manner in which gender equality policies are monitored and evaluated will determine whether universities are well coordinated, legitimate about gender issues, credible, relevant and willing to improve their operational excellence so that female academics are included in decision making processes (Majola, 2014). This shows that monitoring and evaluation should be put in place to ensure the smooth running of the implemented gender policies and to establish if they are meeting their original objective; that is, the enhancement of female leadership in universities.

One fault noticed by many critics with regard to monitoring and evaluation of gender equality policies is that it appears to be done in a sporadic manner leading to universities

missing out on opportunities to improve their efficiency and effectiveness (Keeton, 2012). Universities must take time to monitor and evaluate their policies so as to get early warning signs if the policies, structures and strategies in place are taking the wrong direction and how corrective measures can be taken. This study also sought to find out how and when the gender equality policies in place are monitored and evaluated within the universities under study.

The attitude of university leadership plays a crucial role in the success of monitoring and evaluation (Cwayi, 2011). Monitoring and evaluation processes show whether there is continuous, visible and transparent support in universities. There is need for the inclusion of the feminist critical policy analysis which advocates inclusion of both policy makers and policy implementers so that the implemented policies are not viewed as just pieces of paper concerned with the creation of winners and losers (Levison, Sutton and Winstead, 2009). Thus, Armstrong, (2011) notes that the common recommendations of monitoring and evaluation that universities can follow for their policies or programmes are as follows:

- monitoring and evaluation systems need to be reformed and to incorporate more rigorous scientific methods which should have clear aims and objectives,
- universities should develop monitoring and evaluation frameworks, and
- there should be a balance between top-down management decision and bottom-up technical expertise to aid in the successful implementation of monitoring and evaluation system.

The above shows that the support of the policy makers and the implementers in monitoring and evaluating of gender policies must be comprehensive. Meanwhile, Ile, Erasia-Eka and Allen-Ile (2012) buttresses there must be a framework put in place for monitoring and evaluation of gender equality policies This is because the monitoring and evaluation framework provides universities with ways to outline who, what, when, how and why monitoring and evaluation activities are carried out in a particular manner so as to concretely help address developmental issues (Parson, 1995; Naidoo, 2011). A monitoring and evaluation framework can help universities during monitoring and evaluation processes of gender equality policies and gender initiatives to assist eliminate

any loopholes that may not effectively align with the enhancement of female academics into leadership positions.

The power of monitoring and evaluation systems lies in the enhanced quality of the decisions that are taken by the university. It will make it easier for the university to evaluate the impact of the gender equality policies. Top management must consult with the implementers of the policies to encourage knowledge sharing on how policies may be implemented. This is in line with the bottom up theory adopted for this study which stresses the importance of involving the local actors in implementation of the gender equality policies. Researchers such as Kuye, Thornhill and Fourie (2002) argue that for realistic goals to be achieved when monitoring and evaluating policies, there are numerous functions that have to be taken into consideration and these are explained below.

Complacence - Monitoring and evaluation assists in establishing whether various actions of stakeholders like policy implementers and gender committees are in line with the procedures and standards that have been laid down by the policy makers. This statement aligns with the top-down that also alludes to the fact that there must be clear demarcations between theory policy design and its execution so as to control the implementation process.

Auditing - Monitoring and evaluation assists in establishing whether the resources allocated for specific projects and the beneficiaries were actually used for the intended purposes. (the expertise and importance of gender budgeting and gender responsive budgeting comes into play here)

Accounting - The monitoring and evaluation process produces information which is important in accounting for the changes that may take place due to the implementation of gender equality policies and the various programmes that will be put in place.

Explanation - The information that the university may get from monitoring and evaluating the policies will also give a full picture of the whys and the wherefores; why the outcome of policies may differ including the programmes in place. Thus, the feminist critical policy

analysis may also be adopted here because it also gives answers to what may hinder formation and policy implementation.

The above information is important in guiding universities in making comprehensive decisions about the implemented gender equality policies and how they should be monitored and evaluated, if the policy programmes are to be effective and the level at which universities are achieving their set goals and objectives. Dunn (1994:19) concedes that the relevant information that is produced through monitoring and evaluation which may relate to the pitfalls between the expected and the actual policy performance is vital. It is important to determine if complacency, auditing, accounting and explanation are taken into consideration by the universities understudy when monitoring and evaluating their gender equality policies?

Akor (2008) posits that the information generated from monitoring and evaluation of gender equality policies can help amend the existing policies and create a stage for new policies. Monitoring and evaluation is used as a technique to influence the policy makers and the implementers to reach certain decisions. For instance, deciding that the existing gender policies have failed to yield the expected results and that new policy approaches may be needed or that there is need for allocation of resources to manage the existing policies. In other words, monitoring and evaluation is vital in universities because it is a vehicle for addressing growth of institutions in a solid and tangible manner so as to promote gender equality (Naidoo, 2011). Monitoring and evaluation in universities must be carried out:

- for the purpose of public relations,
- to measure progress made in the achievement of the set policy objectives, and
- to provide financial and political accountability to redesign and implement strategies and to learn lesson from a program or project (Naidoo, 2011).
-

Bedi, Coudouel, Cox, Goldstein and Thornton (2006:10) also provide the common objectives for conducting monitoring and evaluation as:

- to support government decision making on implementation of policies, budgetary priorities, and the continuous updating and improvement of government programmes, and

- to support the accountability of government to the public for its policy choices and their impact to promote evidence-based dialogue between government and the public on development policies and priorities.

Cloete and Wassink (2000) highlight that monitoring and evaluation of policies must be seen as a judging instrument used to compare the objectives of the policy with the envisaged or actual consequences or results. This, in turn gives the universities the chance to do an analysis of the strength, weakness, opportunities and the threats (SWOT) of the gender programmes and policies in place. However, (Yehualashet, 2010) argues that comparing objectives of policy monitoring and evaluation can only work if the sex disaggregated data is made available. The disaggregated data should be used by universities as a form of good practice. Universities should be up to date with the total number of male and female academics so as to monitor and evaluate implemented gender equality policies from a gender perspective. This can allow for the inclusion of the right inputs for the successful implementation of the gender interventions and how they will be monitored and evaluated to enhance female leadership. As a result, this will curb female academics' under-representation through identification of inconsistencies or disparities. Chauraya (2011) echoes the above sentiments and posits that disaggregated data is vital because it ensures that monitoring and evaluation is carried out formally and in a transparent manner. This helps universities to have on hand information which may highlight the views of the employees on the structures and strategies used to enhance female leadership through the implementation of gender equality policies. Accordingly, the researcher is of the view that if policies are monitored and evaluated, they can be used to avoid misinterpretation of the existing policies.

Tsang's (2015) report on gender equality in teacher education policy and practices notes that to avoid policies being termed ineffective and inefficient, universities have to be aware that policy monitoring and evaluation is usually a challenging step. Therefore, universities need to carry out constant and consistent follow up, a comparison of policy goals and objectives and the collected data. The policy goals and objectives serve as a framework for any instrument that is formulated to collect and compile information for monitoring and evaluation process. If the policy goals and objectives are not clear, it means that whatever framework is designed to monitor and evaluate them will provide

results that are falsified and may not be a true reflection of what is taking place on the ground (Cwayi, 2011). Thus, it is important that universities have clear goals and objectives of the implemented gender equality policies as this can make it easy for the policy makers and implementers to know exactly what to look out for during the monitoring and evaluation process.

It is apparent that monitoring and evaluation must not be seen as a mere add on solution or more of an extra-curricular activity which may intimidate the leadership and the policy implementers. In other words, when monitoring and evaluating, the top-down and bottom-up theories should be utilised so as to promote a participatory approach to gender awareness and sensitivity in universities. The researcher believes this will make it easy for the policy makers (management) to monitor if all departments and faculties adhere to the implemented gender equality policies.

Gunwomen (2011) states that universities appear to have failed to give answers to questions raised about their gender equality policies which inform the structures and the strategies in place meant to promote enhancement of female leadership through implementation of gender equality policies and how these are monitored and evaluated within university strategic plan documents. This implies that, the policy implementers may not have guidance on how to promote gender equality and may not be able to decide the scope, the procedures and the information to be collected so as to gauge if the policies in place are yielding the expected results. To avert this, the researcher believes that it is paramount that during monitoring and evaluation, the strategic plans of a university are thoroughly examined to check for inclusion of gender matters. This study sought to establish if there was any mention within the strategic plan of both universities under study on how the policies are monitored and evaluated.

World Bank (2004) also suggests that monitoring and evaluation in universities can be carried out at specific sections of the universities which may comprise of administration offices, faculties, human resources departments. Moreover, gender sensitive indicators such as equality and degree of change will need to be clearly specified so as to show the impact that the gender equality policies have on academics. Researchers (Gujit and

Shah, 1998 and Mulugeta, 2012b) have identified the characteristics of gender indicators as follows:

- they disaggregate data by gender so that the difference between male and female can be easily identifiable,
- they collect qualitative information to access and link gender issues, attitudes and perceptions to social and cultural values towards gender relations and gender equality, and
- they demonstrate changes between male and female over a period of time.

Having gender indicators in place means that gender mainstreaming, affirmative action, and gender structures will be more visible and will contribute positively to gender equality. This is because gender indicators in monitoring and evaluation are meant to promote gender balanced results. Furthermore, Mulugeta, (2012b) postulates that the information that universities gather through monitoring and evaluation should be shared among all stakeholders to sensitise them on the changes be they positive or negative. Such a transparent initiative from the policy makers will enable academics and the stakeholders to understand how and why such changes took place (Zvobgo, 2013). Monitoring and evaluation in universities should facilitate a clear sequence of events based on a critical reflection by the policy makers and the policy implementers in response to the gender equality policies for enhancement of female leadership.

Meanwhile, a study by Yehualashet (2010), states that knowledge sharing in universities on gender issues is still scanty. The study looked into tertiary institutions in Ethiopia to find out if higher education institutions have mainstreamed gender equality to contribute towards gender equality and female empowerment. The findings of the study in one of the universities indicated that though the participants acknowledged the existence of monitoring and evaluation of the university policies and the structures in place, they cited lack of involvement and awareness in the monitoring and evaluation of gender policies and female empowerment. Where there is lack of commitment and transparency by the university leaders for gender equality issues, policy makers are bound to be excluded from the monitoring and evaluation process.

In addition, Muhwezi (2003) opines that lack of commitment and transparency in monitoring and evaluation is because in most cases it is the male academics who are

involved in this process and not the female academics. This reveals a serious absence of gender equality because decisions made on monitoring and evaluation of the gender equality policies will continue to be taken by male academics who are currently in leadership positions in universities. As a result, there are high chances that data collected through monitoring and evaluation might be tailored to suit the status quo.

Writing from the Zimbabwean perspective Hlatyswayo et al. (2014) notes a lack of systematic approaches by leadership and lack of participatory involvement and commitment which calls for a close evaluation and monitoring in universities which should be instigated by the Ministry of Higher and Tertiary Education Science and Technology Development. Mugweni (2014) also posits that the imbalances continue to define universities because the policy implementers have been accused of not promoting gender equality in universities despite such positive initiatives being supported by the ministry and the ZNGP. Furthermore, Mapuranga and Chikumbu (2015) highlight that the inferior status of females in learning institutions is because the implemented gender policies are not closely monitored and evaluated. The problem does not only lie in the implemented gender equality policies, but in the manner in which they are also monitored and evaluated. Universities need to promote integration of monitoring and evaluation with the gender equality programs of the university (Cwayi, 2011, Ngwane, 2014) so that the whole process can be embraced by the whole university community. That way, it will be easy to benchmark progress made from the inception of gender equality policies through the results of monitoring and evaluation process.

The National Institute of Agricultural Extension, (NIAE) (2008: 8) also revealed that since evaluation is the determinant factor of what will be monitored, then during the process of monitoring the following questions have to be paused:

3.2.2 The Process of Monitoring

Table 3: The process of monitoring

what?	check, review, overview, keep track of, observe, control, guide, correct, inspect, verify, give feedback and follow up		progress of programme implementation with reference to the action plan
why?	to ensure successful implementation of the project by identifying shortfalls, deviations, problems and reasons		the project on track take appropriate corrective action to keep
when?	during the implementation of the project, continuously		from the inception till the completion of the project
who?	by the project management team at different levels		including beneficiaries (participatory monitoring)

Source: National Institute of Agricultural Extension (2008: 8)

The above table shows that monitoring is a continuing process that uses systematic collection of data on specified indicators to provide policy makers (university leadership) of ongoing development interventions concerning implementation of gender equality policies and female leadership. Furthermore, it is worth noting that monitoring process should be done in a holistic manner. This will create a leeway for the evaluation process which will be expected to improve the relevance of specified indicators during the monitoring process, and the decision making processes effected by the policy makers and policy implementers (Zwane, 2014). It is crucial that evaluation must be time specific, because its usage in universities should be directed at providing trustworthiness and credibility that can be positively utilised to provide answers to dearth of females in leadership positions.

Accordingly, Sera and Beaudry (2007: 2) state that there are activities that universities should take into consideration if a fair representation in decision making processes is to be achieved and these are shown below:

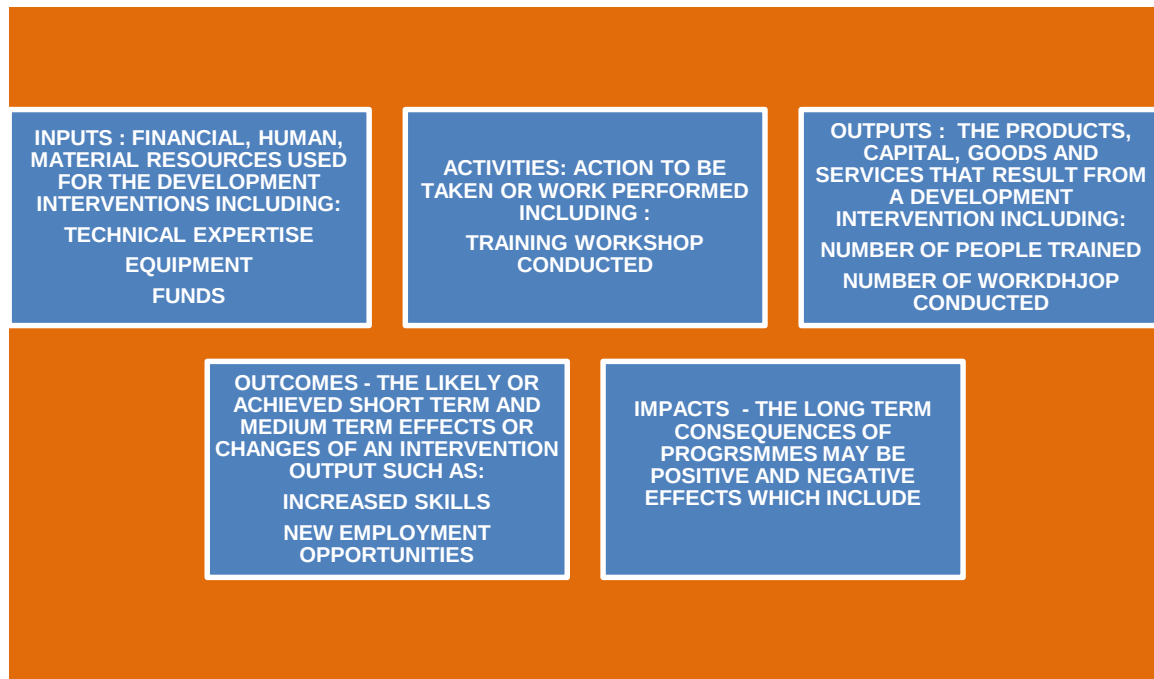


Figure 5: Activities related to monitoring and evaluation

Source: Sera and Beaudry (2007: 2)

Observations have been made that universities in emerging countries may not essentially have the same resources as compared to developed countries to implement the structures, strategies in relation to the gender equality policies to promote female leadership nor let alone monitor and evaluate them. Cloete and Wssinki (2000) and Howlett and Ramesh (1995) state that this could be a potential consequence of the complications and difficulties today's universities encounter in monitoring and evaluation such as:

- time frames that do not provide for sufficient time to conduct a thorough monitoring and evaluation process which may lead to evaluations being conducted in a biased manner,
- high cost of evaluation and evaluations which are not effectively and efficiently conducted due to unavailability of resources for evaluation process, and

- evaluation results which are so critical of management or decision makers and this may not be acceptable due to different expectations and priorities from the groups involved.

The above challenges to monitoring and evaluation bring to the fore that universities must possess a pure understanding, commitment and preparedness for the monitoring and evaluation process to be a success. Moreover, a global overview on female leadership shows that many international organisations governments, institutions and NGOs are more accountable, transparent, and sustainable because of monitoring and evaluation (Fonkem, 2012). On this issue The Presidency, (2007:3) says for effective results, organisations, learning institutions (universities included), NGOs should apply seven key characteristics to monitoring and evaluation namely:-

- contributing to improved governance,
- being rights based,
- being development oriented – nationally, institutionally and locally,
- undertaken ethically and with integrity,
- being utilisation oriented,
- being methodically sound, and
- being operationally effective.

The implementation of the seven principles on how to monitor and evaluate gender equality policies may also improve communication skills among all stakeholders. According to Von Bertrab and Zambrano (2010), monitoring and evaluation serves as a basis to align activities with the stakeholders' priorities. In addition, it provides a set of tools that allows the integration of various stakeholders' interests and needs. Ostensibly, monitoring and evaluation enhances gender equality, accountability, trust and confidence which may serve as a tool for opening to "sealed dialogue" in support of addressing lack of female leadership in universities.

In describing the dearth of females in positions of leadership, (Kusek, 2011; Mackay, 2008) points out that it is critical that universities thoroughly redress assessment so that there is a strong foundation of monitoring and evaluation system. This brings us to the conclusions that readiness assessment to help universities reach a conclusion on how ready they are in designing, building and sustaining the monitoring and evaluation system

must be adopted. Implementing readiness assessment shows willingness and the capacity of universities to build a responsive-based monitoring and evaluation system.

In the same line of thought, Kuss and Rist (2004) are of the view that readiness assessment is needed in universities because it addresses the core issues such as the absence or presence of incentives, roles, responsibilities, organisational capacity and the barriers of getting the monitoring and evaluation process off the ground. This writer opines that by looking at these parts that constitute readiness assessment, universities can, then make a decision or conclude whether they are ready to implement the strategies and structures as well as to monitor and evaluate the gender equality policies or, if the whole process should be postponed. There is need for universities to pre-evaluate themselves and to put different issues that may arise into perspective to ensure that monitoring and evaluation is not biased. Spreckely (2009:5) presenting a toolkit for result based monitoring and evaluation, argue that readiness assessment gives universities a picture of how monitoring and evaluation can be used. This may comprise:

- clearly identifying relevant stakeholders, beneficiaries of project or programme and set clear aims and objectives of the project or programme,
- ensuring that there are enough resources for the programme to be implemented,
- monitoring inputs, activities and outputs using appropriate indicators and identifying the risks of implementing a particular policy by considering the costs versus benefits of implementation,
- using qualitative and quantitative methods to measure progress, and
- increasing knowledge by learning from previous experiences and report the results achieved and the resources used when implementing the programmes.

Linking with the above Zwane, (2014) argues that universities should be able to question themselves on what is working, what is not working, and what can be done to make it better. The major challenge, however, according to some researchers, is that it is not possible to account for something for which no human and financial resources have been allocated to. This has led to monitoring and evaluation of gender equality policies running into numerous difficulties (Kawiro, Gounko and Nungu, 2014). The AOU (2009) in Nigeria also reported that lack of funds and support services both human and material were hindering the monitoring and evaluation of gender equality policies in universities. In light

of the above authors' argument, research by Zwane, (2014) has confirmed that there is an immediate need for adequate resources in monitoring and evaluation. This is because it is a requirement that must be applied by all universities so that the good practices in relation to enhancement of female leadership can be made transparent through the implementation of gender equality policies. In conclusion, there must be tangible gender equality policies in universities so that when monitoring and evaluation in universities is adopted it can be carried out in a transparent manner leading to enhancement of female leadership.

3.4 CHAPTER SUMMARY

Universal patriarchal power in universities appears hard to neutralise despite the gender equality policies that have been adopted by different countries and universities to enhance female leadership and their visibility in decision making processes. Therefore, in order to get a clear synopsis of how female leadership can be enhanced in universities through the implemented gender equality policies related literature was reviewed in this chapter. It was established in the chapter that organisational culture, gender mainstreaming and affirmative action are the principal intervention strategies that universities can adopt to eradicate all forms of gender imbalances to promote female leadership. Gender structures within the universities were also considered and it emerged from literature that they can be used to promote gender equality, collaboration, shared power and team learning so as to close the gender gap. It also emerged through an examination of the structures to the advancement of female leadership that enhancing female leadership requires political will, transparency, commitment and accountability of the university leaders and its academics. Having examined the above mentioned, the chapter ended by focusing on how and why it is imperative to monitor and evaluate the implemented gender equality policies and any gender intervention programmes in place to enhance female leadership. Literature showed that clear goals and objectives of the universities, adequate human and financial resources are some of the vital instruments that should be linked to monitoring and evaluation as a way of tackling low appreciation and low organisational priority of gender issues. Lastly, the theoretical frameworks which underpinned this study as discussed in detail in the preceding chapter were infused in the

appropriate sections of this chapter for the purposes of giving an intelligible understanding of the phenomenon under study. The following chapter provides information on the research methodology that was adopted to collect and analyse data for this study.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.0 INTRODUCTION

Research methodology constitutes a research activity and should be in a position to specify the concepts and related statements, what methods to apply, how to measure progress and what constitutes success in a research study (Walliman, 2001). According to Panneerselvan (2005) a research methodology is a system of procedures and techniques used to find the results of the research problem. Hence, it should specify how to communicate about an area of research activity, its structure and expected deliverables because the choices made about the research methodology profoundly affects what the research will find (Kincheloe and Berry, 2004). Moreover, not only is it a rationale for the manner in which the researcher will carry out all the research activities Briggs and Coleman (2007), but also the selection of the research methodology depends on the paradigm that guides the research study (Antwi and Hamza, 2015).

In this chapter, a discussion on the procedures used in this study and their appropriateness for the research under study is made. These comprise the research paradigm, design and approach. The data collection tools and document analysis were explicated. A further exposition was made with regard to how the sample was drawn and the data analysed. The chapter concludes by stating how trustworthiness, credibility and ethical considerations were observed.

4.1 RESEARCH PARADIGM

A researcher can use a number of paradigms for a research study namely; positivist, post-positivist, constructivist, Interpretivist, transformative, emancipatory, critical, pragmatism and deconstructivist. Scholars such as Creswell and Piano (2010); Clark (2011); Shannon-Baker (2015) and Maxwell (2011) have purported that empirical research should include an explicit discussion about the paradigm used. A paradigm is a comprehensive belief system, worldview or a framework that guides research and practice in a particular field. Therefore, its purpose is to assign meaning and explain

phenomena in order to arrive at a shared meaning with others (Petty, 2017). Therefore, there was need to adopt a paradigm for this research study because it is a system of unified practices and values that delineate for the researcher the nature of their inquest along three dimensions which are ontology, epistemology and methodology (Creswell, 2015).

Ontology

Ontology is concerned with the nature of reality, what there is to know about the world (Ritchie, Lewis, Nicholls and Ormston, 2013). According to Tomazos (2015) an ontological position has vital implications for the research study which views knowledge as inseparable from actions. In other words, the ontological position is neither finite nor static but is a process which may be understood from the point of view of an individual. Simply put, events/actions cannot be generalised because they are viewed as distinctive and knowledge is constructed both reflexively and rationally through a continuously emerging process leading to multiple perspectives on one phenomenon. This allows individuals to interpret a situation according to their own worldviews through different experiences (Cohen, Manion and Morrison, 2007). From an ontological perspective, the researcher should be able to determine issues such as whether the world exists independently of his/her perceptions (Maree, 2007).

Ontology is hinged on the central question whether social entities need to be impartial. In this study, the ontological position of interpretivism was adopted because it is based on relativism, which holds the view that reality is subjective and differs among individuals (Scotland, 2012). The constructivist ontology was utilised and this led to the selection of Interpretivist epistemology. This guided the researcher to uncover how the perception of human nature will impact on the approach to be utilised to reveal truth about why female leadership remains in dearth in spite of gender equality policies in place. The identification of ontology right from the beginning of a research study helped in the selection of a research design to be adopted in seeking answers to the research questions (Jackson, 2013). This strengthens the credibility of the study and may also augment the quality of the research work (Sikes, 2004 and Snape and Spenser, 2003). If ontology is an assumption of what we know, then epistemology should define how the researcher knows

what they know (Jackson, 2013) so as to create a holistic view of how knowledge is viewed.

Epistemology

The study on the implementation of gender equality policies to enhance female leadership in universities required the researcher to take an epistemological standpoint to establish what is taking place in Zimbabwean universities. It is concerned with the ways of knowing (Ritchie et al, 2013; Tubey, Rotich and Bengat, 2015) and learning about the world and focuses on how we learn about reality and what forms the basis of our knowledge through individual experiences. Epistemology raises many questions such as:

- a) how reality can be made known,
- b) the relationship between the knower and what is known,
- c) the characteristics, the principles and the assumptions that guide the process of knowing and the achievement of findings, and
- d) the possibility of process being shared and repeated by others in order to assess the quality of the research and the credibility of the research findings (Charmaz, 2006).

Therefore, the employment of epistemology in this study assisted the researcher to study real world situations as they unfold naturally. This also assisted the researcher to get an insider view of research under study. Epistemology “allows our insight and our blindness and on a primary level, it cuts our research into what is acceptable and unacceptable” (Tennis, 2008: 104). It guided the researcher on which research methodology to use with regard to the phenomenon under study.

Methodology

A research strategy that translates ontological and epistemological principles into guidelines that show how research is to be carried is termed methodology (Sarantakos, 2005). It includes the procedures, principles and practices that govern the research study. According to Tennis (2008: 106), methodology is a combination of the epistemic stance and the methods of investigation. It is a process used to create knowledge. The qualitative methodology that was utilised in this study was underpinned by the Interpretivist epistemology and the constructivist ontology. It assisted the researcher to illuminate the

advantages and disadvantages of the techniques used and how research was conducted and constructed (Tuli, 2010).

Furthermore, both ontology and epistemology influence the type of research methodology chosen by the researcher. For instance, ontology informs the methodology about the nature of reality. On the other hand, epistemology informs the methodology about where knowledge is to be sought Tubey, Kotech and Bengat, (2015). The methodological stance taken in this study was premised on the basis that it would be in a position to illuminate why, what, from where, when and how data would be collected and analysed Scotland (2012); Sikes (2004) and Myers, (2009) in relation to the research questions that have been raised in the preceding chapters. As advanced by Tuli (2010) it can be concluded that the selection of research methodologies depends on “fitness for purpose”.

The illustration by Anderson, (2013) illuminates how ontology, epistemology and methodology are integrated within a research paradigm and why they are a central feature within a research study because they give shape and definition to the conduct of inquiry (Tuli, 2010).

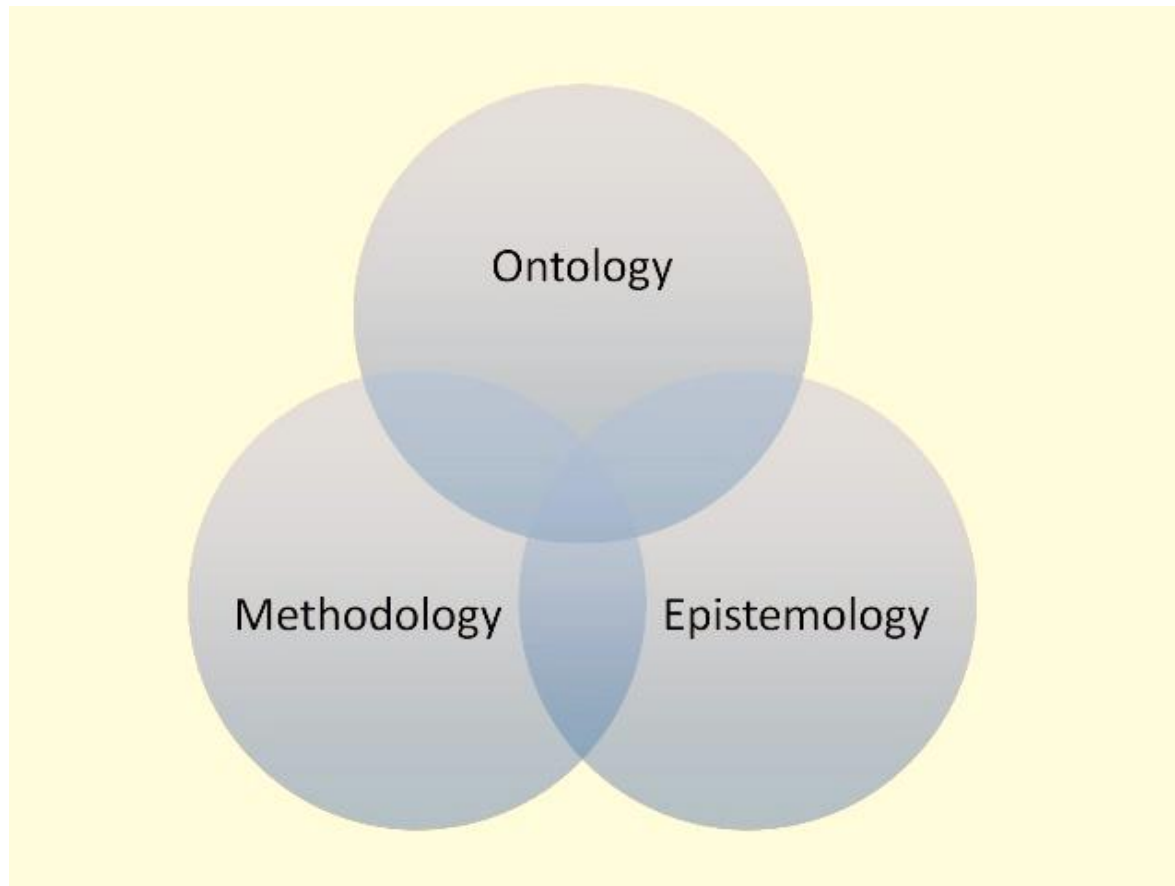


Figure 6: The relationship between Ontology, Epistemology and Methodology in a research paradigm

Source: Anderson (2013: 5).

The discussion thus far, echoes a point made in the seventies by Kuhn (1970) which still talks to the present situation that a research paradigm should be characterised by four variables namely:

- a) a specific problem or a set of problems that are regarded as particularly significant in relation to the advancement of knowledge,
- b) shared knowledge and practice – they involve a shared understanding about which research techniques are appropriate for investigating an issue,
- c) a sense of shared identity which is emphasised through the processes of information exchange, and
- d) groups of practitioners operating in a research of communities.

Building on the above assertions a recent study by (Petty, 2017) also highlights that the purpose and selection of a research paradigm is to help the researcher to frame their approach to a research problem and suggest how it should be solved. Therefore, a paradigm should be hinged on:

- a) the researcher worldview—implying the alignment of ontology, epistemology and methodology,
- b) the technical writing skills of the researcher,
- c) the research psychological attributes such as understanding rules and procedures for research, tolerance for ambiguity and direction of the study,
- d) nature of the research problem, and
- e) audience for the study.

According to Descombe (2008), a research paradigm should be supple, pervious and polygonal to house a range of techniques and motives which the researcher may have for adopting a research approach. Within this study, the interpretive paradigm was utilised because it comprises a conglomerate of multiple research communities rather than a monolithic entity.

4.1.1 Interpretive Paradigm

The interpretive paradigm was adopted for this study. Within the interpretive paradigm, participants' perceptions of the situation being researched are paramount because the researcher depends on these views and the participants' background and experiences (Creswell, 2014). This paradigm allowed the researcher to source rich and in-depth, nuanced and detailed data of the life and world experiences of the participants in the study (Taylor and Medina, 2013). The interpretive paradigm was relevant for this study because it gave the researcher the capacity to give authentic and stimulating meaning to the implementation of gender equality policies and how they can enhance female leadership in universities.

Moreover, the interpretive paradigm allowed the researcher to be immensely involved in the research procedures as a reflective practitioner Bullough and Pinnerger (2001) and Siles-Gonzalez and Solano-Ruiz (2016) by providing lenses, frames and processes (Weaver and Olson, 2006) through which an investigation into the implementation of

gender equality policies as a means to enhance female leadership in universities could be accomplished. This paradigm was suitable for this study because it allowed the researcher to unearth how the implemented gender policies promote female leadership in universities. This was done by engaging the 'hows' and the 'whats' of social reality in an intensive and practical manner and tapping on the experiences, opinions, challenges and expectations of the participants.

Nieuwenhuis (2007) also observes that one of the main goals of the interpretive paradigm is that it gives insights into the manner in which a particular group of people deduce meaning from the situations they encounter. The adoption of this paradigm gave the researcher the opportunity to interact with the participants to establish their views, suggestions, perceived opportunities and challenges (if any) in universities with regard to the implementation of gender equality policies to enhance female visibility in leadership positions.

This paradigm addresses the important features of shared meaning, understanding, experiences and perceptions of the participants and seeks an actual reality in a specific situation (Yin, 2012 and White, 2015). It focuses more on the subjective experiences of the individuals and buttresses the need to put analysis in context. Thus, it builds a subjective relationship between the researcher and the subjects because its focus is on the full complexity of human sense making as the situation arises. In other words, the interpretive paradigm brackets unprejudiced realism and highlights how dissimilarities in human meanings (female academics) and sense making generate and reflect differences in a reified or objective reality.

It is important to note that interpretivism is not a single paradigm but consists of diverse paradigms. For instance, hermeneutics and phenomenology is the philosophical base for interpretive research. Hermeneutics is a specific mode of analysis which provides a philosophical grounding for interpretivism. As a mode of analysis, it gives suggestions of understanding meaning and deducing sense from data which may be unclear (Taylor and Medina, 2013). Since the fundamental principle of hermeneutics is based on the fact that human understanding is achieved by iterating between considering the independent meaning of parts and the whole, the researcher solicited the participants' views through

verbal, non-verbal forms of communication to determine their pre-suppositions and pre-understandings in a social context (Mack, 2010).

Creswell, (2014) states that phenomenology is the lived experiences of individuals about a certain concept. This study sought to understand the lived experiences of the academics in universities with regard to the implementation of gender equality policies to enhance female leadership. Taking such a standpoint helped the researcher to understand the views of the participants from the first person point of view through the context of conscious experiences such as emotions, perceptions, judgments and opportunities. The interpretive paradigm helped the researcher to derive the constructs of the participants from the phenomenon of interest through an in-depth examination of the study and understanding the meaning that participants assign to the phenomenon. Another advantage of using the interpretive paradigm was that there is participation, collaboration and engagement within the research process (Petty, 2017). As such, the researcher is neither above nor outside of the phenomena under study but is also part and parcel of the research process which is conducted within the natural settings of the participants. The sole aim of the interpretive paradigm is to discern the meanings of participant's action as they are expressed within the specific social context Henning, Van Resburg and Smit, (2004) which, in this case, is their view on female visibility in leadership position in universities.

The interpretive paradigm is one of subjectivity and is based on real world phenomenon (Grix, 2004: 83). This paradigm does not question ideologies. It accepts them and aims to bring into consciousness hidden social forces and structures (Scotland, 2012). The interpretive paradigm is directed at understanding phenomenon from the individual perspective and investigates interaction among individuals. Thus, it acknowledges that value free knowledge is not possible and that it is difficult to generalize how an individual experiences a particular phenomenon. Additionally, this paradigm supports the view that truths differ between places and time (Babbie, 2010; Creswell, 2014 and Cohen et al, 2007). The interpretive paradigm was relatable to this study because it rejects the ideas that similar research methods can be used to study human behaviour because reality is

viewed, not as single but multiple. Accordingly, lessons learnt from one setting and views from a group are all treated and seen as important.

In addition, the interpretive paradigm was used in this study because it recognises that values are extant in every research study and should be evident and presented word for word. This informed the interpretation and analysis of data that was gathered from the participants in Zimbabwean universities. The researcher relied as much as possible on the participants to gain an insight on how female leadership in universities can be enhanced so that new layers of understanding the research problem could be uncovered through thick and descriptive data (Rubin and Babbie, 2010).

According to Willis (2007) and Weaver and Olson, (2006), the interpretive paradigm rejects any form of foundationalism as a way of finding out the truth. This provides an opportunity for the researcher to question and probe the academics about their general feelings and concerns with regard to female leadership in universities. Using this paradigm meant accepting and seeking multiple perspectives and being open to change so as to promote a participatory and holistic research. It should be noted that the validity of any interpretive paradigm is grounded in the return visit; when the past research findings are used yet by another researcher as a guide for entering the field and interacting with the participants described in the research. The interpretive paradigm is inclusive and not rigid. It creates opportunities for the researcher to approach reality from the subjects (Nguyen and Tran Thi, 2015) and the part they play in enhancing female leadership.

According to Petty (2017) and Cohen, et al. (2011), the interpretive paradigm allows the researcher to view, understand, and explain the world through a series of individual eyes and to select those participants who have their own interpretation of reality. This fitted well with the current study because all the participants were purposively selected to respond to the interview schedule within their universities so as to understand how universities have responded to the implementation of gender equality policies and involving female academics in decision making processes.

4.1.1.1 Criticisms against interpretive paradigm

Although the interpretive paradigm assists the researcher to understand in-depth, the relationship between the human beings (male and female academics) and the environment (universities and the part they play in enhancing female leadership), it has also been condemned by a number of researchers because of its shortcomings. According to Maree, (2007), one of the major flaws of interpretive paradigm is its failure to generalize its findings beyond the situation studied. Furthermore, Scotland (2012) argues that the interpretive paradigm rejects foundational bases of knowledge, because legitimacy and trustworthiness have to be achieved without claiming uncontested certainty. Therefore, it may be implied that reaching a consensus is problematic when utilizing this paradigm.

Rolfe (2006) is of the view that research participants cannot be expected to arrive exactly at the same interpretations of research because reality is seen as subjective and differs from one individual to another (Champion, 2006). Another flaw that is levelled against the interpretive paradigm is that knowledge that is produced has limited transferability as it is usually fragmented and not unified into a coherent body. Moreover, the participants' autonomy and privacy can be compromised as the methods of the interpretive paradigm are more open ended leading to unintended discoveries of secrets and lies (Mack, 2010 and Scotland, 2012). Echoing the same point Danby and Farell, (2004) also add that participants have limited control in the research process and may be vulnerable to researchers imposing their own subjective interpretations. Thus, though the participants are given a voice, the researcher decides on the direction that the research will take, the interpretation of data, and which data is made public.

Despite the abovementioned weaknesses levelled against the interpretive paradigm, the researcher believes this paradigm was relevant to the study based on these reasons:

- a) An ethical clearance was sought which explicitly highlighted that the participants privacy is not going to be infringed on and that they have the right withdraw from the study at any given time and not answer to any questions.
- b) To avoid bias and the researcher imposing her own subjective interpretations, member checking was carried out.

- c) The current study talks to the interpretive paradigm because it allowed the researcher to capture the voices of the male and female academics within their natural settings word for word on how female leadership in Zimbabwean universities can be enhanced through the implementation of gender policies.
- d) The researcher relied on the participants' views of the phenomenon under study by encompassing their experiences, background, emotions and opportunities. As such the interpretive paradigm allows the researcher to be in a position to accomplish the above stated.

In light of the above, there is a need to discuss the research approach which was adopted in this study.

4.2 RESEARCH APPROACH

A research study located within the interpretive paradigm lends itself to a qualitative approach. A qualitative approach is a situated activity that locates the observer in the world. It encompasses an interpretive, naturalistic approach to the world in a flexible manner and views human behaviour as the product of people's interpretation of the world (De Vos, Strydom, Fiche and Delport, 2013). Though dated, Strauss and Cobin (1990) argue that qualitative methods can be utilised to better understand any phenomena about which little is yet known. Echoing the foregoing, Domegan and Flemming (2007) also state that the aim of qualitative research is to find out issues about a problem. In this case, the problem is why most of the universities continue to be led by male academics regardless of the numerous gender initiatives that have been adopted globally to promote gender equality in decision making processes. The aim was to disclose the processes that go beyond the superficial appearances of leadership in universities (Hlongwane, 2013).

Furthermore, this approach illuminated the grey areas concerned with lack of females in top positions and implementation of gender equality policies with the hope of understanding the areas that are obscured (Shank and Villella, 2004). This study sought to establish a deeper understanding of how the implemented gender equality policies can be used to enhance female leadership through pockets of good practices. This is because little research has been done in the area. Therefore, the researcher acted as the human instrument of data collection by standing on the shoes of those being studied. The choice

of a qualitative approach was actuated by the fact that it guided the researcher to reveal, through engagement with the participants on why and how the implementation of gender policies can promote female leadership in two state universities in Zimbabwe. This was paramount to gain comprehensive and underlying attitudes for the phenomena under study because the main aim of the qualitative research is not in the generalisation of information but to elucidate the experiences or understanding of others (Castilla, 2016 and Montaga, 2016).

Cillers, Naidoo and Smith, (2011) also posit that the qualitative methodology remains the most popular in building gendered understandings of how people in professional, familial relationships strategize to integrate different aspects of their lives. The qualitative methodology is often used to answer questions about the multifaceted nature of a phenomenon, usually describing and understanding this phenomenon from the participants' point of view (Leedy and Ormond, 2005). In this study, the researcher sought to find out how the implementation of gender policies can be used to enhance female leadership in Zimbabwean universities. Using the qualitative approach enabled the researcher to discover the participants' feelings on the implementation of gender equality policies with the sole aim of accessing specific information rather than making sweeping statements of why female leadership has remained invisible. The research strove to understand the participants' positions, experiences, challenges and opportunities within their natural academic environment rather than in artificially contrived settings.

Moreover, in a qualitative approach, different knowledge claims, data collection techniques, enquiry strategies and analysis are utilized (Creswell, 2014). In this study, interviews and document analysis were employed because this allowed the researcher to present data collected word for word in an attempt to understand the phenomenon in its natural settings (Thomas, 2010). In the same line of thought, Patton (2015) argue that the qualitative approach has the advantage of using open-ended questions in interviews which enables the participants to respond in their own words, rather than choosing from fixed responses. In a qualitative approach, though the same research instruments may be adopted, the advantage with this approach is that the interpretation of the same phenomenon may be different from one context to another. (Babbie, 2010).

Furthermore, there is an assurance of the credibility and trustworthiness of the study due to the triangulation and of the research methods so as to confirm the data collection through different data collection instruments (Cottrell and McKenzie, 2011). According to Henning, Van Rensburg and Smit (2010), triangulation connotes approaching a problem from different angles. Different forms of data collection are paramount because the main goal of triangulation in research is not to obtain the same results but to ensure consistency (Cottrell and McKenzie, 2011). This will provide insights on how people make sense of their own experiences. For these reasons, the qualitative researcher does not remain remote or detached because they are the principal instrument in the research under study (Leedy and Ormond, 2005). Instead, the researcher enters the contexts and collects data through insights gained from actually being in the field and gaining thick, descriptive, rich and in-depth information (Domegan and Flemming, 2003) of the complexities and the differences of the world being explored and represented (Myers, 2009). Thus, the meaning of events, occurrences and interactions can only be understood through the eyes of the actual participants in specific situations, where “soft” data is used to get “rich” and in-depth data (Domegan and Flemming 2007: 24).

Based on the aforementioned, Maxwell (1998: 66) reckons five research purposes for which qualitative studies are predominantly beneficial to researchers namely:

- Understanding the meaning that participants in a study give to the events, situations and actions that they are involved with; and of the accounts they give of their lives and experiences,
- Understanding the particular context within which participants act, and the influence this context has on their actions,
- Identifying unanticipated phenomena and influences, and generating new, grounded theories about them,
- Understanding the process by which events and actions take place; and developing casual explanations.

Linked to the preceding characteristics raised in an earlier study by Maxwell, (1998), researchers such as Marguerite, Dean, and Katherine (2006: 21) also came up with the following characteristics of qualitative research:

- Studies are carried out in a naturalistic setting.
- Researchers ask broad research questions designed to explore, interpret, or understand the social context.

- Participants are selected through non-random methods based on whether the individuals have information vital to the questions being asked.
- Data collection techniques involve observation and interviewing that bring the researcher in close contact with the participants.
- The researcher is likely to take an interactive role where she or he gets to know the participants and the social context in which they live.
- Hypotheses are formed after the researcher begins data collection and are modified throughout the study as new data are collected and analysed.
- The study reports data in narrative form.

These characteristics aligned with the research study which investigated the implementation of gender equality policies in enhancing female leadership in Zimbabwean universities. The researcher also favoured the use of the qualitative approach because, unlike the quantitative approach, it allowed for a design to develop rather than having a complete design right from the commencement of the study (Thomas, 2010). Bouma and Ling (2010: 169) also add that the approach allows the researcher the opportunity to make changes or adjustments as the research unfolds. As such, it promotes flexibility and is not artificial (Ngwane, 2010 and O'Sullivan, Rassel and Berner, 2008). Therefore, such an approach allows for a comprehensive study to emerge at the end of the research process because the perceptions, interactions and the values of the participants are not easy to predict. This gives room of creation of new knowledge and also building upon the extant body of knowledge of the research study.

The qualitative approach “sets out to provide an impression: to tell what kind of ‘something’ there is; to tell what is it like to be, do, or think of something” (Bouma and Ling, 2010:165).

4.2.1 Criticisms of the qualitative research approach

Given below by Bouma and Ling, (2010) are some of the criticisms levelled against qualitative research approach.

- Researcher bias can affect the design of a study.
- Researcher bias can compromise the data collection.
- Not all sources or subjects may be equally credible.

- Outcome of the study may be negatively affected by some participants who may be previously influenced.
- Background information may be missing.
- Study groups may not be representative of the larger population.
- The manner in which observations are analysed can be biased.
- Any group that is studied is altered to some degree by the very presence of the researcher. Therefore, any data collected is somewhat skewed.
- It takes time to build trust with participants that facilitates full and honest self-representation therefore, short term observational studies are at a particular disadvantage where trust building is concerned.

Bouma and Ling (2010: 167) further state that the qualitative approach cannot answer questions such as “how many”, “how often” or “what portion” because it is not custom-made to answer such questions yet, in a research process, there may be instances where such questions need to be addressed in relation to the research problem. Despite the above disadvantages, the researcher believes the qualitative approach aligned well with the current study. To avoid bias, plans regarding research procedures were applied in a standardized manner to bracket the researcher from additional personal impersonations and explanations, as the researcher was largely concerned about the process as compared to the product of the research study. Moreover, there is a convergence of literature that shows that human learning is best reached using qualitative data (Raburu, 2015; Creswell, 2014; Henning van Rensburg and Smit, 2010; Myers, 2012; Domegan and Flemming, 2007). The qualitative approach was in a position to account in a more explicit manner, for the lack of female visibility in leadership positions in universities.

4.3 RESEARCH DESIGN

A research design is a plan or strategy that moves from the underlying philosophical assumptions to specifying the selection of respondents, the data gathering techniques to be used and the data analysis to be done so as to obtain the answers to research questions (Maree, 2007; Magidi, 2014 and De Vos, et al. 2013). In addition, a research design is a master plan of a research that shows how the study will be carried out (Yin, 2012). It highlights how the main parts of the research study are interrelated and how they work together in an attempt to answer the research question (Denzin and Lincoln, 2011).

The aforementioned underscores that a research design is a thorough and systematic way of data collection which is consistent with methods and ethics of social research. It is a strategic framework for action that acts as a bridge between research questions and how they will be implemented (Tereee-blance, Durkhuim and Parter, 2007 and Howells, Fitzallen and Adam, 2016).

There are a number of research designs that can be used in research such as grounded theory, survey, case study and ethnography designs. The case study design was adopted for the purpose of this study.

4.3.1 Case Study Design

An empirical inquiry that investigates a contemporary phenomenon in depth and within its real life context especially when the boundaries between phenomenon and context are not clearly evident is defined as a case study (Yin, 2012). A case study is an investigation which is used to answer specific research questions which seek a range of different evidences from the case settings. Thus, the research problems, research questions, paradigm and the research approach also determine the research design to be used. Linked to the above, the case study is capable of capturing the how and whys instead of what's only (Harrison and Easton, 2004). This is because such questions deal with operational links needing to be traced over time rather than mere frequencies or incidences in which the investigator has little or no control over (Yin, 2009) due to the multiplicity of perspectives/worldviews embedded in a specific context (Ritchie et al, 2015 and Thomas, 2010).

Yin (2009) also adds that when considering utilising the case study design, the researcher must bear in mind the following:

- the focus of the study must answer the how and the why questions,
- one should not manipulate the behaviour of those involved in the study,
- one should cover contextual conditions because they are relevant to the research problem, and
- the boundaries are not clear between the phenomenon and the study context.

As Stufflebeam, Macau's and Kellagham (2010: 283) posit, the role of the case study is not "prove but to improve". This study sought not to prove the truism that there is dearth of female leadership in universities because this is well documented in the extant literature. Rather, it sought to improve and add to the body of knowledge on how female leadership can be enhanced through the existing gender equality policies. Moreover, given the paradigm that was adopted, the research approach used and the research question used, the case study was the most appropriate design to employ. It allowed the researcher to have a holistic understanding of why some situations take place or what other researchers may investigate on in future regarding dearth of females in leadership positions in universities

Merriam, (1998) and Wilson, et al. (2007) state that it is paramount that essential characteristics are taken into consideration and made explicit. These are: descriptive, heuristic, inductive and particularistic. In addition Thomas (2010) states that particularistic refers to one event and descriptive is largely concerned with the rich and extensive set of details relating to the phenomena. Thomas (2010) further highlights that, of the four characteristics, particularistic and descriptive are heuristic because they advance the understanding of the phenomenon, while the inductive refers to the concepts that emerge from the data.

Gerring (2007) also states that the duty of a case study design is to allow the researcher to tease out ever deepening layers of reality in the search for mechanisms and influential contingencies and to peer into the box of causality to locate the factors lying between some critical causes and their purported effect. The case study comprises non-statistical research practices with an intention of capturing the actual meanings and interpretations that actors ascribe to the phenomenon under study (Johnson, Bueting, Casell and Symon, 2006). It is a method of study in-depth rather than breadth (Kothari, 2004). In addition, the participants were quoted verbatim on their views on the implementation of gender policies as a means to enhance female leadership in universities (Yin, 2009). The case study was used because it offered the best platform to examine how and why certain occurrences happen the way they do instead of just articulating what the occurrences are (Descombe, 2007).

A case study involves studying social elements through comprehensive description and analysis of a single situation or case (William, 2006: 86).

In addition a case study is a very popular form of qualitative analysis which involves a careful and complete observation or examination of a specific phenomenon of a unit, be it individuals, family, an institution or entire community which is studied and described intensively (Maree, 2007 and Kothari, 2004). The case study design was adopted because it enabled the researcher to utilise numerous data collection techniques in the study (Creswell, 2014). The issue of the implementation of gender equality policies as a means to enhance female leadership was not explored through one lens but through a variety of lenses which gave room for multiple facets of the phenomenon to be revealed and understood (Baxter and Jack, 2008) thus enhancing the truth, value and credibility of the study.

In other words, each data source is one piece of the puzzle which contributes to the researcher's deep understanding of how female leadership in universities can be enhanced. Various data collection techniques allowed the researcher to understand the case better. Creswell (2015) and Yin (2011) add that the strength of the case study is the use of multiple sources of data which allow the researcher to triangulate; that is adopting different angles from which to observe the research study because which enhanced the accuracy of the findings. This design also gave the researcher the opportune time to interact with the participants on a large scale of social structures and processes with the hope that various aspects through academics would be revealed during the data collection and analysis phases with regard to female leadership in universities.

The use of a case study was vital for this study because it advocates a clear and instantly recognizable explanation of how the researcher progresses from the data to the finding of the study so that a high quality study is established (De Massis and Kotlari, 2014). This must comprise five components namely;

- the research question,
- its proponents,
- its unit of analysis,

- a determination of how data are linked to the propositions, and
- criteria to interpret the findings.

A case study is a powerful methodology that can be used in rigorous, creative (De Massis and Kotlari, 2014) and wide ranging ways to advance female leadership positions in universities. Neale, Thapa and Boyce (2006) postulate that a case study is meant to give the story behind the result by capturing what happened to bring it about and also to bring attention to the particular challenge. In this study, the researcher sought to bring attention to how the implementation of gender policies can be used to enhance female leadership in universities. This was done by capturing the story of university leadership and its employees on what they perceived as ideal for the visibility of female academics in universities.

Neale, et al. (2006) further add that a case study is employed when there is unique story to be told therefore, it can be viewed as a valuable method that a researcher can use to describe an intricate issue. The case study also comes with copious flaws. There is a convergence of literature by various authorities such as North (2005); Baxter and Jack (2008); Thomas, (2010); Yin (2012); Tsang, (2013) and Rose, Spinks and Cantoto (2015) which highlights the following as the main disadvantages of utilizing the case study design:

- The richness and complexity of data may lead to different interpretation and a potential for bias.
- Within case studies, there is a lack of non-representativeness and lack of statistical generalizability, thus jeopardizing its status as a legitimate scientific method.
- At times the researcher can be found guilty of being sloppy, thus allowing equivocal evidence or biased views to influence the direction of the findings and the conclusions.
- Case studies may be relatively expensive and take too long and may result in massive and unreadable documents.
- They lack rigor and objectivity as compared to other social research methods.
- They lack details of how the study is framed and how analysis is conducted thus, compromising the basic scientific mode of inquiry that would call for transparency.
- Information collected through the interviews may not reflect the situation accurately and

- Case studies may be too demanding to carry out because of the need for in-depth access to case sites.

However, the researcher strove to tell the readers a consistent story through a descriptions of themes and how they fit together. The case study was used in this research because it opened avenues for the study to be done thoroughly within its natural settings Dube and Pare (2003). Moreover, one of the advantages why the case study was adopted is its adaptability to different types of research questions and to different research settings thus promoting a wide readership than other research designs (Rose, et al. 2015).

4.4 POPULATION, SAMPLE AND SAMPLING TECHNIQUES

4.4.1 Population

Population is a representative of the finite list of participants who are in a position to answer the questions and to whom the results apply to (Kitchenham and Pfleeger, 2002 and Friedman, Wong and Blumenthal, 2010). In addition, Robinson, (2014) states that population can also be termed sample universe. Target population is the totality of persons from which cases may be legitimately sampled in an interview study. The research population for this study comprised all state universities in Zimbabwe. In the study the population included Pro Vice Chancellors, Faculty Deans, University Registrars, Directors of Gender Centres, Senior Assistant Registrars, Departmental Chairpersons and Gender Lecturers (male and female academics).

4.4.2 Sample and Sampling Techniques

Sampling is fundamental to the practice of qualitative methods because it helps to clearly define the participants and why they will be included in a study. Moreover, the right selection of the participants helps the researchers to make their argument credible (Rubin, 2005). According to McMillan and Schumacher, (2006) and Creswell, (2014) it is impossible to include all the participants in a given population hence, the need to have a sample. Sampling is not a matter of representative options, but it is a matter of information richness (Patton, 2015; Guetterman, 2015). Sampling is an iterative series of decisions

that the researcher must observe throughout the research process Emmel (2013) to enhance its rigour.

Yardley (2000) posits that rigour in sampling is vital and it largely depends on the adequacy of the sample and its ability to supply all the information required for a holistic analysis of the research study. To enhance rigour, there are key decisions (Robinson, 2015) that a researcher must be aware of such as:

- the relationship of the sample to the sample universe,
- appropriate choice of sampling strategy,
- robustness of sample sourcing approach, and
- overall fit between research questions and total sample strategy.

The credibility and the feasibility of the study is dependent of the sample that the researcher will select and the sampling technique that will be utilized.

Non-probability sampling was utilised in this study. According to De Vos et al. (2013) this type of sampling chooses those participants that the researcher believes represent the main characteristics of the population of interest based on their availability. The non-probability sampling was ideal for the study because it supports a small scale investigation and that results of the study cannot be generalised in other study. This is the case with the current research whereby two state universities were sampled in Zimbabwe. Though, there are five non probability sampling methods namely; snowball sampling, volunteer sampling, quota sampling, purposive sampling and convenience sampling, for the purposes of this study, purposive sampling was employed.

According to Patton (2015) and Creswell (2015), purposive sampling is non-random method of sampling where the researcher selects participants who are information rich about issues of central importance to the purpose of the research (Thomas, 2010). The subjects in this study included the Pro-Vice Chancellor, Registrars, Faculty Deans, Directors of Gender schools, Senior Administrative Registrars, Heads of Departments and male and female academics who were purposively selected because the researcher believed they were in a position to provide relevant information on the implementation of gender equality policies in universities to enhance female leadership. These participants

were deemed fit because all of them have a role to play in the implementation of policies, institutional strategies and structures. Their first-hand information on what is taking place in universities, what universities have done and what still needs to be done to promote visibility of female academics in decision making processes was of importance.

According to Creswell, (2013), when utilising purposive sampling, the researcher must decide on the participants or sites, select the sampling strategy and determine the sample size. The researcher purposively selected 2 state universities. These universities have established School of Gender Studies and Gender Studies Centres/Departments which aim for the total emancipation, empowerment and transformation of unequal gender relations at various universities (Zvobgo, 2013). Each choice of the university was based on how each university had taken strides to address gender equality and possess a deeper understanding of the phenomena. Thus, in relation to the problem statement of the study, these institutions may have pockets of good practices that enhance female leadership through the implemented gender policies within their universities. It is a well-known fact that qualitative studies call for a small sample size (Patton, 2015 and Creswell, 2015). Therefore, a total sample of 21 participants were interviewed because they were the principal sources of evidence of how gender equality policies were implemented to enhance female leadership. Moreover, it was envisaged that their responses may lead to a great impact on the development of knowledge of the phenomenon under study.

The participants in this study comprised 2 PVCs, 2 Deputy Registrars; 2 Faculty Deans; 1 Director of School of Gender Studies; 2 Senior Assistant Registrars; 2 Chairpersons of Departments and 10 academic staff in gender studies centres and gender schools and have assisted in the implementation of gender policies to enhance female leadership were purposively selected from the two universities. This was done by going through the structure or the organogram of the universities in question to choose the participants with the help of the Faculty Deans who were requested to act as gatekeepers since they occupy critical roles within their institutions. To make data more effective and trustworthy, the researcher tried by all means to promote diversity and representation of the participants. Therefore variables such as gender; professional experience; positions of the participants; faculties and departments that house the school of gender studies and

gender studies department were used in the study. These were selected on the basis that these participants would be in a position to give detailed and rich and in-depth information concerning the implementation of gender equality policies to enhance female leadership in universities

Linked to the above, the rationale for using purposive sampling was that the researcher assumed that certain categories of individuals may possess unique, different or paramount worldviews on the implementation of gender policies and female leadership, therefore, their presence in the sample should be ensured (Robison, 2014). Purposive sampling was ideal for the study because it gave room for the researcher to be reflexive and to reach decisions in relation to empirical findings and theoretical developments that emerged in the study.

4.5 DATA COLLECTION PROCEDURES AND INSTRUMENTS

The process of gathering relevant information in line with the research design is data collection (Mlalazi, 2015). This study made use of interviews (semi structured interviews and focus group interviews) and document analysis as its data collection techniques. The interviews were the primary source of data collection in this study.

4.5.1 Interviews

An interview is a two way conversation between the interviewer and the interviewee which can be used to gain information, ideas, beliefs, views and opinions about the phenomenon under study (Creswell, 2014). There are numerous types of interviews that can be adopted in a qualitative research and these are largely dependent on the research questions (Yin, 2009). Gill, Steward, Treasure and Chadwick (2008) state that there are three fundamental types of research interviews and these are structured, unstructured and semi structured, with the semi structured and unstructured interviews being viewed as vital because they are open ended and thus, mostly used for data collection in qualitative research (Flick, 2006 and Yin, 2012).

The use of face-to-face interviews was ideal for this study as it sought for in-depth data from key informants on their perceptions on the implementation of gender equality policies

as a means to enhance female leadership in universities. In interpretive studies, the sample size tends to be small, therefore the researcher used semi-structured interviews, focus group interviews and document analysis as the central means for assessing information as conferred below.

4.5.1.1 Semi Structured Interviews

Semi structured interviews were used in this study and they are a combination of structured and unstructured interviews. Generally, semi structured interviews are ideal because they allow for more flexibility and responsiveness to emerging themes for the interviewer and the participants. Therefore, choosing this type of interview was ideal because it matched the subject of interest which was investigating implementation of gender equality policies in universities so as to address a dearth of female in top positions (Brinkmann and Kvale, 2015 and Castillo and Montoya, 2016).

The use of semi-structured interviews allowed the researcher to probe, improvise follow up questions and seek clarification to responses as a way of enhancing the credibility, trustworthiness and the conclusions drawn from the study (Maree, 2007). Semi structured interviews are highly interactive and they give the researcher the chance to extend the narrative. According to Yin (2009); Myers (2007); Raburu (2015) and Patton, (2015) the use of interviews as a form of data collection begins with the assumption that the participants' perspectives are meaningful, and can be made explicit and that their perspectives affects the success of the project. Consequently, the stories of the interviewees are a way of knowing Seidman, (2013:7) how the implementation of gender equality policies in universities can be used to enhance female leadership. To achieve this, there is need for the researcher to play a dual role of listening to the informant responses to understand what they are saying and at the same time ensuring that all the questions are liable to get the required answers within the fixed time at the level of depth and detail that will unearth issues pertaining to the implementation of gender policies and female leadership in universities (Wengraf, 2001).

Echoing the above assertions, Brinkmann and Kvale (2015) state that in semi structured interviews, whilst the researcher plays a dual role, the utilisation of interview guide is

important to show the structure of the interview process. In this study, the interview schedule was used to steer the conversation. This assisted the researcher to define the areas to be explored and also gave room to deviate and “chase” an idea or response in more detail. The benefits of using semi structured interviews with the participants included flexibility to focus on certain issues that are meaningful to the participants, thus promoting diversity of perceptions (Maree, 2007).

In addition, the semi-structured interview gave the researcher the opportunity to expand areas of interest that could arise during data collection and allowed for in-depth expression of feelings (Raburu, 2015). In this study, semi-structured interviews were held with 2 Pro Vice Chancellors; 2 Faculty Deans; 2 Deputy Registrars; 1 Directors of School of Gender Studies; 2 Senior Assistant Registrars and 2 Chairpersons of Departments. The researcher believed the above mentioned participants are the policy makers and being in management positions may be in a position and privileged to know how the gender equality policies are being implemented to promote female leadership in their universities. Moreover, it was assumed that the participants were in a position to give detailed, rich and thorough information on how structures and strategies to promote female visibility are put into action and how monitoring and evaluation is carried out. Accordingly, they were reckoned as knowledgeable in the phenomenon under study.

In semi structured interviews, the opportunities for unearthing previously unknown information and acquisition of novel information on female leadership and gender policies is very high. This calls for the researcher to probe, to request for elaboration, examples on the answers given, taking into the picture that the interviewees are “experts by experience” (O’Keefee, Bvytaert, Mijic, Bozovic and Sinha 2015: 8226) by the mere fact that they are able to tell the story in their own words. It gave the interviewer access to the participants’ lived everyday world in universities, their thoughts, reflections, motives, emotions, experiences, memories, understandings, interpretations and the perceptions on why female leadership remains scanty despite initiatives that have been put across to enhance their visibility (Brinkman and Kvale 2009).

Furthermore, the voice of the participants plays a paramount role in an interview. The fact that the responses of the participants were captured verbatim also enhanced the

presentation of meaningful information from the perspective of the participants. In this study, the researcher also observed non-verbal communication cues and these helped in attaining an in-depth meaning of the responses given and indicated if the researcher was stepping into an uncomfortable zone with the participants and should perhaps use another route to encourage free and open responses. Thus, nonverbal cues can also be used to control the environment during the interview process.

This type of interview allowed the expansion of answers and enhancement of individual lines of thought from the participants (Mutch, 2009). Furthermore, the advantage of using interviews is that they can be recorded (Creswell, 2014, Patton, 2015,), as this can assist in producing more accurate information. All the interviews in this study were recorded after seeking consent from the participants and the researcher also used note taking (Opdenakker, 2006; Rubin and Rubin, 2005) to complement recording of interviews in order to:

- check if all the questions had been answered,
- provide backup in case of malfunctioning of the tape recorder
- In case of malfunctioning of the interviewer

According to Babbie (2015) and Bryman (2015) making prior appointments of the interviews is vital as this can enhance the chances of collecting solid data. Moreover, this gave the researcher the chance and the time to focus on the bigger picture and put all measures in place to ensure that knowledge on the implementation of gender equality policies to enhance female leadership in universities is obtained. The creation of a good interview ambience is vital (Rubin and Rubin, 2012). As per ethical requirements, prior appointments were sought from all the participants and in line with the research approach to be adopted in this study, the researcher proposed that the interviews be held within the natural settings to enhance a relaxed environment. Moreover, this promoted a good rapport leading to trust and getting relevant data.

Finally, using semi structured interviews in this study gave the researcher the opportunity to personally thank the participants at the end of the interview. This also created a leeway for the research to ask the participants if they were further remarks they wanted make. The researcher opined, requesting for further remarks at the close of the interview session

could lead to a whole lot of information emerging on the implementation of gender equality policies and female leadership issues.

Meanwhile, using semi structured interviews as a data collection tool also comes in with its limitations. For instance, a study by Brinkmann and Kvale (2015) highlights that qualitative research does not test hypotheses. Thus, to thwart this accusation, the researcher ensured that the research methodology to be used in this study speaks to the data collection tools. Another limitation for using interviews is that the process of collecting data can be longer than expected depending on the willingness of the respondents to be interviewed (Kothari, 2004). In such cases, negotiating entry and making prior appointments as elucidated in the foregoing paragraphs helped to cut down on the time that the researcher spent on the field. Patton (2015) and Myers and Newman, (2009) note that despite interviews being expensive since the researcher has to travel to obtain the data, interviewees may distort information through recall blunder, discerning acuties and a need to please interviewer. To avoid such instances cropping up as they may lead to falsified findings, the researcher cross checked the responses of the participants by asking the same question from a dissimilar perspective so that there was little room for information being held back and the participants not giving comprehensive account of events. Furthermore, because bias in interviews tends to be high (Cohen et al, 2006 and Bergman, 2008). The researcher reduced bias in this study through the adoption of other research instruments such as focus group interviews and document analysis.

4.5.1.2 Focus Group Interviews

A focus group is an informal dialogue amid a group of carefully chosen individuals about a specific topic. Thus it is a shared dialogue which can stimulate ease of access of elements that other techniques may not be able to reach or reveal (Wilkinson, 2004 and Kambirerelis and Dimitriadis, 2008). According to Krueger and Casey, (2000) focus group interviewing is about paying attention to what people have to say and being open and non-judgemental to their views. The advantage of using focus group interviews is that they act as a catalytic agent in engendering distinctive insights into understanding shared experiences and social norms. Moreover, they have the aptitude to produce more effective information as equated to one on one interviews (Creswell, 2014). The

researcher employed focus group interviews as a way of gaining more information and widening a range of responses from the participants as this can generate multifaceted information regarding the research under study. Gill et al. (2008) state that focus group interviews can work very well with as little as 3 participants and as many as 14 participants. In this study, there were 2 focus groups and these comprised 10 male and female academics in both universities under study, one focus group from each university comprised 5 academics to avoid large groups as they can be chaotic and hard to manage, whereas small groups are easy to manage and give the participants much opportunity to share their experiences through an open discussion and brainstorming about the phenomenon under study (Wolfson, 2007 and Babbie, 2010).

When differences in perceptions are being sought, the focus group interview is ideal to be employed because it can uncover factors that influence opinions and behaviour of participants which participants may not disclose if it were a one on one interview (Chitsamatanga, 2014). In this study, academics who are housed in the departments and gender centres and schools that address issues of gender were considered as the primary implementers and promoters of the gender equality policies to enhance female leadership in universities. By being grouped together, they were able to illuminate through shared groups experiences, their concerns, experiences, challenges and opportunities regarding promotion of female academics to leadership positions.

Moreover, within the focus groups, the researcher included male and female academics. This was done, not only to observe gender balance, but also to widen the range of responses from both genders, and activate forgotten details of individual experiences or release inhibitions that otherwise may discourage participants from disclosing information about gender issues within their institutions. Hence, the inclusion of both genders in this study was not only to support gender equality but also to establish and uncover a consensus and diversity on the topic under scrutiny and to ensure that the discussion generates comprehensive information that reflects the full spectrum of opinions and experiences of the participants (Chitsamatanga, 2014). The focus group interviews were used to measure the credibility of the concept of meaning to make the theoretical concepts empirically trustworthy and stable (Moore, McKee and McLoughlin, 2015).

A conducive environment for the participants to fully express themselves is paramount in focus group interviews (Creswell, 2015). The researcher assured all the participants that the group discussion was for research purposes only and that withdrawal from the group could be done anytime. Establishing a free and open atmosphere with the participants is important so as to promote interaction among the participants (Fusch and Ness, 2015). The researcher also took into consideration the issue of cultural norms and expectations because people conform to dominant ideas and beliefs established by social, geographical and political contexts (Koch, 2013). Natasia and Rakow (2010) further add that focus group interviews are transparent and aid driven research which is concerned about different views about the meaning of truth in situations where the observer cannot be detached from the phenomenon.

According to Fusch and Ness (2015) focus group interviews should be a flexible unstructured dialogue between members of the group and the researcher so that the questions raised during the discussion are in a position to answer the research question and objectives. Therefore, focus group interviews were used because they bring out what is hidden to the surface through group dynamics. The focus group interviews also help to shape the knowledge that is produced as they give more space for participants to discuss issues they deem significant (Moore, McKee and McLoughlin, 2015). In addition, one of the merits for adopting focus group interviews in this study was because they can be used to triangulate data from the document analysis and one-on-one interviews (Raburu, 2015 and Patton, 2015).

Further to this view, the focus group interviews offered the researcher the chance to explore the “fissure” between what the male and female academics say and what they do (Beoku-Betts, 2005) in regard to the implementation of gender policies, the strategies used and the structures in place to enhance female leadership and how monitoring and evaluation is done (if any). The discussion between the participants actually minimizes fabricated and extreme opinions because focus groups may widen the range of responses and there is provision of the checks and balances about what is taking place on the ground in universities in terms of female visibility in management positions. This gives the participants the chance to tease out complementary and argumentative

interpretations of the research topic Kamblerelis and Dimitriadis, (2013) because it is the participation between the participants rather than between participants and researcher that generates data (Bagnoli and Clark, 2010: 104). In other words, the participants' descriptions can provide the researcher with unique information on how members give meaning to their experiences on females leading universities (Carey and Asbury, 2016).

Recording all the focus group discussions is important to avoid missing out on vital information. The researcher recorded all the interviews after gaining consent from the participants to avoid missing out on rich and in-depth data. It was not possible to write down all the comments from the discussion. In addition, to ensure that the focus group discussions would be an effective modality for gaining in-depth data on implementation of gender equality policies to enhance female leadership, the researcher made use of separate participants. This was done to evaluate the presentation for content and balance between the pros and cons of the topic under study (Rothwell, Anderson and Buskin, 2015).

Within any data collection instruments, there are limitations that tend to be raised by researchers. For instance, the researcher has less control of the group as compared to one-on-one interview. To gain control and avoid dominance during their discussion, the researcher maintained focus on the discussion under study and all the participants (Creswell, 2014). Moreover, information can be challenging to condense and examine thoroughly due to a lot of detailed information, some of it very vague to the topic (Sherraden, 2001).

4.5.2 Document Analysis

Document analysis was also used as one of the instruments to collect data. According to Maree (2007) and De Vos et al. (2013), the use of document analysis in a research study is when the research goes through all the written materials concerning the research under study. Payne and Payne (2004) state that document analysis is a research method that is used to categorise, investigate, interpret and identify the limitations of physical sources. Written information is important in any research study because tangible data can be amassed from it. Document analysis was used in this study because it gave the

researcher the opportunity (depending on the availability of the documents) to read, repeat and conceptualize any form of communication between the policy makers (university leaders) and the policy implementers (male and female academics) of the gender equality policies in universities to enhance female leadership.

Using document analysis was expedient to the researcher because documents can help fill in the gaps, verify information that might have arisen during the interview process. In other words, they are good source for triangulating a study's findings (Creswell, 2014). Kothari (2004) states that document analysis is a fundamental activity that measures pervasiveness and is concerned with the general importance or communication of the existing documents that the researcher may want to analyse. Document analysis assisted the researcher in identifying the emerging themes of the phenomenon under study. Furthermore, this assisted the researcher in gaining information on the organisational culture of the universities under study so as to unearth the insight of how female visibility can be enhanced in universities through gender equality policies.

According to (Mogalakwe, 2006), documents are more structured and formal and are usually compiled by institutions and maintained on a continuous basis for future reference. The documents assisted the researcher to have an insight of what is taking place in universities with regard to enhancing female leadership. According to Creswell (2015) and Maree (2007) in research primary and secondary data sources can be used as a form of document analysis. This study utilised primary sources that are aligned to the implementation of gender equality policies to enhance female leadership in universities. The following documents were analysed:

- The Zimbabwean Constitution
- Zimbabwe National Gender Policy
- Policy documents/circulars
- Strategic plans document
- Committee and Diary Book

It was envisaged that these documents would help to shed more light on the implementation of gender equality policies in universities and pockets of good practices

as a way of enhancing female leadership. Rigorous attention was given to the above mentioned documents'. Authenticity, credibility, representativeness and meaning Mogalakwe, (2006) were taken into consideration so as to establish if the documents in place are inclusive of gender equality inventiveness within the universities under study.

4.6 DATA ANALYSIS

According to De Vos et al. (2013), data analysis is a process of bringing together order, structure and meaning to the mass of the collected data in an incessant, and iterative process (Turesky, et al. 2011). Data analysis consists of identifying, coding and categorising patterns found in the data (Chinhara, 2016). The data that were collected from this study was analysed qualitatively and the role of the researcher was to reveal the hidden messages in the data that were collected through face to face interviews and focus group interviews.

In analysing data, Henning et al. (2004) state that all tape recording and notes should be transcribed for easy coding and analysis. In this study data were inductively analysed (Maree, 2010). Reasoning was applied in organising data into themes and categories in a comprehensive manner. The researcher assigned codes that formed the basis of the phenomenon under study which are the strategies and structures for enhancing female leadership and how monitoring and evaluation of gender equality policies is carried to promote female visibility. These were merged together as the findings of the study to enable the researcher to establish the degree to which the implemented gender equality policies help in enhancing female leadership in universities through their pockets of good practices.

The data was further reduced by putting together the emerging themes reflective of the interviewees' responses. To achieve this, the researcher read through the transcribed data so as to see the emerging themes and patterns and this was carried out during and as soon as each interview session was completed to recall what would have transpired during the interview process. Furthermore, it is also important that in analysing the data, that the researcher identifies the outstanding themes, repetitive thoughts or languages and patterns that link the participants and the setting together (Rubin and Rubin, 2005,

Creswell, 2014 and Maree, 2010). This creates a platform for the researcher to make changes throughout the study.

Furthermore, Huberman and Miles, (1994: 432) raise an important point that “valid analysis is immensely aided by data displays that are focused enough to permit viewing of a full data set in one location and are systematically arranged to answer the research questions at hand”. To achieve, each research question was tied to a particular data collection instrument which was used as a guide to get the responses from the participants as follows:

Table 4: Alignment of data collection instruments to research questions

Sub- Question	research	Nature of Data	Participants	Type of Data collection Instrument
1, 2 and 3		Qualitative	PVC, Registrar, Deans, Directors of Gender Schools, SARs and H.O.Ds	Semi-structured interviews
1,2 and 3		Qualitative	Male and Female academics	Focus group interviews

(Adopted by the Researcher)

The above table highlights the nature of the study, the participants from which data were collected and the data collection instruments that were adopted.

4.7 CREDIBILITY AND TRUSTWORTHINESS

According to Loh (2013) for a research study to be embraced into the pantheon of knowledge and reckoned as suitable for use in numerous ways, the researcher has to justify how the study will be trustworthy and credible so that it is accepted as a “distinctive contribution to the development of knowledge” (Dunleavy, 2003:27). The research under study used the qualitative method. Therefore, it was important that throughout the stages of the research study credibility and trustworthiness are observed. Thomas (2010) states that trustworthiness in a qualitative study is used to measure the quality of the research. It is when the data collected and the manner in which the data is analysed are viewed as truthful and authentic (Noble and Smith, 2015). Researchers such as Patton (2015);

Creswell (2014); and Maree (2010) posit that there are four strategies that can be used to gauge the trustworthiness of the study namely; transferability, dependability, credibility and conformability of the study.

Credibility was taken into account in this study through member checking. Maree (2010) says that member checking is when the researcher takes a draft copy to the participants for verification of the captured information before a final copy is done. Thus, the most critical technique for establishing credibility in a research study is through member checking. The use of member checking was also utilised to enhance the quality of the study through verifying, confirming and validating the research findings by providing the participants with a draft copy to ensure that the findings of the study are not distorted. Furthermore, the credibility of the study was enhanced through triangulation. Creswell (2014) and Nieuwenhuis, (2010) suggest that the use of triangulation is to ensure confirmation and the generalisation of the research findings. This will be achieved through the data collection instruments used in this study with regard to the implementation of gender policies as means to enhance female leadership in universities. Semi structured interviews, focus group interviews and document analysis were adopted to avoid bias arising in the study. This aided the researcher to gain multiple perspectives and an in-depth understanding of the phenomenon under study and also to compare data to see if it corroborates thus, increasing the research confidence of the study (Creswell, 2014 and Patton, 2015).

Transferability is the extent to which the findings of the study can be generalised (Maxwell, 2002). In this study, the researcher ensured transferability by giving an extensive description of the research methods and justification of their utilisation, the underlying assumptions of the study and its milieu on the implementation of gender equality policies and promoting female visibility in leadership positions. It is also paramount that the findings of the research study are confirmed by others (Maree, 2010) and to achieve this; the researcher kept all the collected data which show a detailed account of how data was collected. This was done, so that should there be any contests to the findings of the study, the researcher will then be in a position to present the archived data as evidence that the outcomes of the study on implementation of gender policies in universities are a true

replica of the participants' experiences and opinions and not the penchants of the investigator (Shenton, 2004).

Dependability is the consistence of observing the same findings under the similar circumstances (Thomas, 2010). Dependability was observed in this study through reporting the process of the study namely; the research design, data collection and a reflective appraisal of the research study (Shenton, 2004: 71-72). This allowed the reader to determine the extent to which proper research practices were adhered to which augmented the reader's understanding of methods used in detail and their use in the research process. Moreover, this helped to refine the data collection plans and enhance the validity of the findings Yin, (2009) and Rule and John (2011) and to promote the trustworthiness of the study through the use of different data collection instruments to facilitate a deeper understanding of the research under study.

4.8 ETHICAL CONSIDERATIONS

De Vos et al. (2013) states that every research study should be grounded on ethical considerations, especially if it involves other individuals. In planning and conducting research as well as reporting the research findings, the researcher had to fulfil several obligations in order to meet all the ethical standards (Resnik, 2015). Moreover, ethical considerations in any research study are vital to protect and ensure the dignity and the welfare of all the participants (Zikhali and Maphosa 2012; Creswell, 2015). Scientific research is built on the foundation of trust and as such, attention must be given to those mechanisms that promote and transmit those values that are associated with ethical conduct. Therefore, as a way of upholding key ethical principles and also building trust with the participants, the researcher paid attention to gaining entry, informed consent and confidentiality.

4.8.1 Negotiating Entry

Genuine collaboration between the researcher and the participants is critical for the collection of ethically sound and trustworthy data (Chereni, 2014). The research code of ethics that is spelt out in the University of Fort Hare Faculty of Education Handbook was adhered to. The researcher also applied for ethical clearance from the Faculty Research

Ethic Committee before commencement of data collection. The researcher ensured that all the necessary forms were completed in line with the regulations in order to gain entry into the universities. The first point of entry for the researcher in both universities was the Registrars' office to seek permission to carry out research. A letter from the researchers' supervisor containing the details about the research was handed over to the Registrars of the universities under study containing the respective faculties and departments to be covered by the study. The researcher also took time to explain to the Registrars of both universities the purpose of the research and what it entailed. After being given a letter of permission to conduct research from both universities under study, Deans of Faculty, were requested to help to identify the most suitable participants to be interviewed, and to legitimize the researcher presence within the universities under study. After the identification of the participants, the researcher asked the participants to state the suitable time, date and venue to conduct the interviews. The participants were also requested to sign a letter of consent which indicated the purpose of the research. The contents of the letter of consent were explicit that confidentiality and utmost care would be observed to avoid any interruptions with the participant's university schedules. This study was grounded on confidentiality, informed consent, avoiding harm to participants, respecting right to privacy, and the free participation of the respondents (Water-Adams, 2006).

4.8.2 Informed Consent

All researchers have to obtain informed consent before embarking upon their research (McCormick, 2012). According to (Largent, 2016), informed consent is paramount in research because it shows the researcher level of respect to the participants by granting the participants the choice to participate or not in a research study. Since informed consent is a key issue in academic research Rebers, Aaronson, van Leuween and Schmidt (2016) indicate that it is the researcher's responsibility to provide sufficient information to the participants when carrying out research in an explicit manner. Hence, scholars such as Shahnazarain, Hagermann, Burton and Rose (2015) state that one way of achieving this is by ensuring that the form that will be signed by the participants must be written in a language that is easy to understand, must curtail the possibility of persuasion and the participants must be given enough time to decide if they want to

participate or not. To address the aforementioned, the researcher made it a point that the informed consent document was simple, straight to the point, thus making it easy to comprehend. Moreover, the participants were given enough time to decide because appointments to interview them were sought prior to the interview date. This gave them adequate time to make a decision to participate or not before the appointed date and time.

Haralambos and Holborn (2008) highlight that informed consent is when participants volunteer to participate in a research study after understanding what the study involves. To achieve this, the researcher explained to the participants that the findings of the research study were going to be used for academic purpose only. The researcher pointed out benefits of the research, what they could expect during the study, what was expected from them as the participants and their right to decline or withdraw from the study at any given time. After all the mandatory explanations had been carried out, the researcher requested the participants to sign the consent form as evidence that they had freely consented to participate in the study on the implementation of gender equality policies to enhance female leadership in universities.

4.8.3 Confidentiality and Anonymity

Research integrity according to Yin, (2011) shows that the researcher and his/her words can be trusted as representing truthful positions while at the same time showing reverence for the participant's privacy (Lancaster, 2016 and Ruane, 2016). In this study, the researcher integrity was upheld by observing confidentiality and anonymity of the research sites and research participants. Accordingly confidentiality shows an awareness and recognition of the rights of the participants by the, and that they are not linked to their responses. Therefore, anonymity achieves confidentiality (Edwards and Weller, 2015). Furthermore, Zikhali and Maphosa (2012), highlight that anonymity and confidentiality are normally run together and are closely related because for both terms, the participants wish to remain unknown. Thus, confidentiality and anonymity take place when the researcher is aware of the participant's identities and has promised not to reveal it to others. To maintain confidentiality, the researcher attempted as much as possible to give vague answers to questions raised by those participants who were curious to know who

else was involved in the study (Lancaster, 2016). These assertions are supported by Ruane (2016) who also adds that results emerging from the research findings of the study must not be presented in such a manner that those who either participated or did not participate can easily pinpoint the responses to the participants. In addition, both the universities under study and the participants were given code names and all the information from the participants that was tape recorded and hand written during the interviews was kept secure by the researcher as a way of observing confidentiality. Thus, adhering to confidentiality actually served as a binding contract between the researcher and the participants while, at the same time enhancing an atmosphere of trust and confidence.

4.9 CHAPTER SUMMARY

In this chapter, the methodological framework for the study was provided. The study was positioned within the interpretive paradigm which aligns with the qualitative approach which is also discussed in detail, with the researcher justifying why it was ideal for the phenomenon under study, despite some limitations levelled against it. The case study design was used for this research and under the relevant section an in-depth explanation was given why it was chosen including its disadvantages. Furthermore, population, sample and the sampling techniques used were also expounded. A description of how the sample was chosen and the justification for using the purposive sampling technique was also given. The methods used for data collection were explained and these included semi structured interviews, focus group interviews, and document analysis. Within this chapter, issues of how data would be analysed were also identified including how trustworthiness of the study was observed. Lastly, as a way of maintaining good relations between the researcher, the participants and the universities under study, all ethical considerations were duly observed. The chapter that follows analyses and interprets the collected data on the implementation of gender equality policies to enhance female leadership in universities in Zimbabwe.

CHAPTER FIVE

DATA ANALYSIS PRESENTATION AND INTERPRETATION

5.0 INTRODUCTION

Data presentation, interpretation and analysis in this chapter emanates from the data that was collected from the main research question that informed the study. The study sought to come up with a comprehensive framework for implementation of gender equality policies in Zimbabwean universities. In pursuing this question, three sources of data collection were adopted in both universities to solicit data. These were, the semi-structured interviews, focus group interviews and document analysis. The universities in Zimbabwe were identified as follows: North University (NU) and West University (WU) respectively and the sample of the study which was purposefully selected for the universities under study had a total of 21 participants and these comprised 2 Pro Vice Chancellors; 2 Faculty Deans; 1 Director of Gender Studies; 2 Deputy Registrars Human Resources; 2 Chairpersons of Departments; 2 Senior Assistant Registrars and 10 Academics, 5 from each university were also purposively selected from the School of Gender and Cultural Studies and Gender Studies Centre.

The identification of the universities and the participants is indicated below using their code names:

North University - NU

West University - WU

Pro Vice Chancellor – PVC1- PVC2

Faculty Dean - FD1 - FD2

Director of School of Gender – DSG

Deputy Registrar Human Resources – DRHR1- DRHR2

Senior Assistant Registrar SAR1 – SAR2

Chairpersons of Department – COD1 - COD2

Focus Groups – FGP1 - FGP2

5.1 BIOGRAPHICAL DATA OF THE PARTICIPANTS

The first part of this chapter will look at the biographical data of the participants. It places the biographical data of the participants in universities under study in relation to the issues of gender equality and female leadership. These pertained to the participant's gender, age, qualifications, position and work experience in the working environment. The bio-data is tabulated for easy identification and discernment of any patterns that are in a position to provide a sound interpretation of the results of the study.

Gender of Pro Vice Chancellors, Faculty Deans, Director of School of Gender, Deputy Registrars, Senior Assistant Registrars in NU and WU

In order to establish the gender composition, the participants were requested to state their gender in the sample that was studied from both universities.

Table 5: Gender of PVC, FD, DGS and SAR/AR

GENDER	PVC	%	FD	%	DRHR	%	DGS	%	SAR	%
	(n=2) f		(n=2) f		(n=2) f		(n=2) f		(n=2) f	
Males	2	100	2	100	0	0	0	0	1	50
Females	0	0	0	0	2	100	1	100	1	50
Total	2	100	2	100	2	100	1	100	2	100

KEY

n = Number of participants

f = frequency

According to the data gathered, a total of 9 participants held leadership positions and were decision makers in both universities under study. Out of the 2 PVC none of the participants were female. This trend also cascaded to deanship positions because both deans in each university were also male. On the other hand, the study revealed that both DRHRs were female. The above table also highlights that only one university had a Director for their Gender school who was female. There were 2 (100%) Assistant Registrars that were interviewed comprising of 1 (50%) male and 1 (50%) female. The main thrust of this research centred on issues of gender equality in relation to female leadership in universities. As such, bringing to limelight the composition of those in leadership positions cannot be understated. Since the study adopted purposive sampling which advocates for the selection of those participants who hold exhaustive and rich

information perceptions, one cannot help but, be observant that though the participation of both genders in this study was vital for equal representation of voices emanating from both male and females on the phenomenon under study, the results show the opposite. There was no equal representation of male and females in leadership positions as one gender appeared to hold much authority in decision making processes over the other gender. This implies that a dearth of females leading in selected universities subsists. Having gone through the gender of the participants. Table 6 focuses on the participant's age range.

Age range of Pro Vice Chancellors, Deans, Director of School of Gender, Deputy Registrars, Senior Assistant Registrars/Assistant Registrars in NU and WU

The question required the participants from both universities to indicate their age range as part of the research sample.

Table 6: Age range of PVC, FD, DGS and SAR/AR

Age range	PVC	%	FD	%	DRHR	%	DGS	%	SAR	%
	(n=2) f		(n=2) f		(n=2) f		(n=2) f		(n=2) f	
20-29	0	0	0	0	0	0	0	0	0	0
30-39	0	0	0	0	2	100	0	0	1	50
40-49	0	0	1	50	0	0	0	0	1	50
50-59	2	0	1	50	0	0	1	100	0	0
TOTAL	2	100	2	100	2	100	1	100	2	100

The participants were requested to indicate their age range and, Table 5.2 indicates that both the PVCs of NU and WU are within the age range of 50-59 years old inferring that they are nearing retirement age. While, 1 (50%) of the Deans was aged between 50-59, the other Dean 1 (50%) fell in the 40-49 age group. The DRHR from both universities were within the 30-39 years old age group. In terms of the Directorship rank, there was only one participant whose age group was between 50-59 years old. The table further illustrates that one SAR was between the age bracket of 30-39 whilst another was within the ages of 40-49 years old. On a brighter side, it may be assumed that the age range of PVC, FD and DGS is indicative that these participants, though nearing retirement age, their age range was an advantage to the researcher. This was evidence that they may have been in the university system for a long time. Hence, they may have been well versed with issues pertaining the implementation of gender equality policies and female enhancement into leadership positions. On the other hand, the age range of the DRHR

and SAR may imply that they are in their productive years in the university system and they are still academically active, therefore they do have seniors to mentor them so that gender equality ideals continue to manifest. Moreover, the age range of the DRHRs who in this case are both females gives a glimpse of hope in the future of female leadership, in that they are young, yet already they are part of policy makers within their institutions. Their continued existence in the academic hierarchy means they still have greater opportunities to lead universities and acting as agents of change to gender impartiality with regard to females in decision making processes. The researcher also analysed the work experience of the participants in relation to the phenomenon under study. This is shown in Table 7.

Work experience of Pro Vice Chancellors, Faculty Deans, Director of School of Gender, Deputy Registrars, Senior Assistant Registrars/Assistant Registrars in NU and WU

The participants were also asked to state their work experience as part of the data collection procedure.

Table 7: Work experience of PVC, FD, DGS, DRHR and SAR/AR

Working experience in years	PVC	%	FD	%	DRHR	%	DGS	%	SAR	%
	(n=2) f		(n=2) f		(n=2) f		(n=2) f		(n=2) f	
0-4	2	100	0	0	2	100	1	100	0	0
5-9	0	0	0	0	0	0	0	0	2	100
10-14	0	0	2	100	0	0	0	0	0	0
15-20	0	0	0	0	0	0	0	0	0	0
Total	2	100	2	100	2	100	1	100	2	100

The study also sought to find out the number of years of work experience of the participants in leadership positions. The findings showed that the majority of the participants had 0-5 years' experience in their current positions. These consisted of 2 PVCs (100%); 2 DRHR (100%) and DGS (100%). Both SAR 2 (100%) had between 5-9 years experiences on the field. Table 5.3 further illuminates that both FDs (100%) had been in their positions for over 10 years. The number of years of experience that an individual has in university set up says a lot about their understanding and knowledge of the phenomenon under study, both in practical and theoretical aspects. Moreover, the positions they hold and the experience show that these participants should be in a position to embrace diversity, inclusion of both genders through their management and leadership

skills. On the other hand, though the above table shows that most the participants have been in their current position for a short while, the mere fact that they are policy makers shows that they may have been promoted through the other ranks and may have been policy implementers at one time. Thus, it may be assumed that they have experienced both being policy makers and implementers in relation to how gender equality policies can be used to include females in decision making processes in their respective universities. After an analysis of the work experience of the leadership, the researcher focused on the academic qualifications of the participants. This is indicated in Table 8

Academic qualifications of Pro-Vice Chancellors, Deans, Director of School of Gender, Deputy Registrars, Senior Assistant Registrars/Assistant Registrars in NU and WU

The research also sought to find out the academics qualifications of the participants from the two universities under study.

Table 8: Academic Qualifications of PVC, FD, DRHR, DGS and SAR/AR

Academic qualifications	PVC	%	FD	%	DRHR	%	DGS	%	SAR	%
	(n=2) f		(n=2) f		(n=2) f		(n=2) f		(n=2) f	
BA	0	0	0	0	0	0	0	0	1	50
Honours	0	0	0	0	0	0	0	0	0	0
Masters	0	0	1	50	2	100	1	100	1	50
PhD	2	100	1	50	0	0	0	0	0	0
Total	2	100	2	100	2	100	1	100	2	100

The career trajectory of an individual in a university set-up is also dependent on their academic qualifications. The information given in the above table showed that 2 (100%) of the PVCs held PhD which is the highest level of academic achievement. Amongst the Deans 1 (50%) was also a PhD holder and 1 (50%) was a Masters holder. Both the DRHR 2(100%) possessed Masters Degrees and also falling under the same academic qualifications was Director 1 (100%) and 1 (50%) SAR, as they were also Masters holders. The qualifications of the leadership show an insignificant percentage of those with PhD, showing that universities need to come up with strategies that will attract its leadership to improve their academic qualifications. The SAR from NU had a BA degree. Though, the aforementioned participants appeared to be the least qualified academically however, in terms of years of experience, the participants had held the same position for

over 5-9 years. Hence, the experience coupled with the participants' academic qualification also comes in handy with regard to addressing the situation on the ground that is, gender equality policy implementation and a dearth of females in leadership positions in universities. Table 9 below presents the gender of the chairpersons of departments.

Gender of Chairpersons of Department (CODs) in NU and WU

As part of the data collection procedure, the Chairpersons of department were requested to indicate their gender as part of the data collection procedure.

Table 9: Gender of CODs

Gender	Academics (n=2) f	Percentage
Males	2	100
Females	0	0
Total	2	100

For the position of CODs it was evident as depicted in Table 5.4 that 2 (100) of the participants were male. The above data exhibits that males dominated in this position as chairpersons of the gender school and the gender studies centres respectively. Despite lack of fair representation of both genders, the researcher collected data from the participants as it was critical that their views as middle managers between policy makers and policy implementers were captured regarding why female leadership continues to be in dearth in universities though there are gender equality policies in place. The results of the study highlight a dearth of females in top and middle management in universities. As such, an improvement of the females' academic qualifications and identifying females with potential and training them for positions of leadership may improve the status quo. Meanwhile, it may be inferred that these CODs as representatives of their universities are role models which other universities and male academics can copy as pockets of good practices that gender matters are not female matters but require inclusion of both genders even in leadership positions. The following table shows the age range of the CODs.

Age range of Chairpersons of Department (COD) in NU and WU

Information, pertaining to the age range of chairpersons in both universities under study was also solicited from the participants.

Table 10: Age range of CODs

Age range	Academics (n=2) f	Percentage
20-29	0	0
30-39	0	0
40-49	1	50
50-59	1	50
Total	2	100

The representation of the CODs in relation to their age indicated that they appeared to be mature and older because they fell within the age bracket of 40-49 and 50-59 respectively. Their age range implies that they are likely to give concrete examples about where gender equality issues, policy implementation and female leadership are emanating from, where they are leading to. Additionally, basing on their gender and their positions as middle managers who stand between the policy makers and the policy implementers, the CODs may be viewed as a mouthpiece of the policy implementers. They are in a position to push matters of the gender agenda between the management and those within the lower echelon of the university structures while at the same time backing for support mechanisms and efforts that promote an organization culture that appreciates female leadership. The following Table 11 analysed the academic qualifications of CODs.

Academic qualifications of Chairpersons of Department (COD) in NU and WU

The participants were also requested to indicate their academic qualifications within their respective universities.

Table 11: Academic qualifications of CODs

Age range	Academics (n=2) f	Percentage
BA	0	0
Honours	0	0
Masters	1	50
PhD	1	50
Total	2	100

In academic circles it is assumed that the more one gets qualified the more they are able to understand a phenomenon, give intellectual advice and impart in-depth knowledge.

According to Table 5.7, one COD possessed a Master's degree while the other COD 1 (50%) was a PhD holder. Therefore, the COD qualifications and age range may act as a solid foundation and a point of reference concerning the implementation of the gender equality policy and visibility of female in leadership positions. These CODs may be likened to news bearers for the policy implementers and the policy makers, for their maturity may come in handy in cases of misunderstandings between the leadership and its employees so that a consensus is reached. Duration of experience of the CODs is indicated in Table 12.

Experience in current position for Chairpersons of Department (COD) in NU and WU

The question required the participants to state the number of years in their current position and their responses are tabled below.

Table 12: Experience in current position for CODs

Experience in years	Academics (n=2) f	Percentage
0-4	2	100
5-9	0	0
10-14	0	0
15-20	0	0
Total	2	100

Table 5.8 shows that 2 (100%) of the participants had 0-4 years of experience in their current position. their experience in holding chairmanship position is understandable because in universities these are contractual positions which are subject to renewal or non-renewal after five years. Consequently, it may be assumed that the chances of being re-elected to the same position after 5 years are very slim. It may be inferred that the number of years of experience as CODs coupled with the number of years spent within the academic circles, their age, qualifications and the fact that they are also policy makers-cum-policy implementers, was bound to be an added advantage to the researcher regarding their perceptions on the phenomenon under study. In addition their responses added credibility to research study, thus improving the quality of the study. Hence, their input in this matter was invaluable. Table 13 illuminates the gender composition of the lecturers in gender school and gender studies centre in NU and WU.

Gender for lecturers in NU and WU

The table below gives information pertaining to gender of the lecturers from gender school and gender centres who participated in the study and represented NU and WU respectively.

Table 13: Gender of Lecturers

Gender	Academics (n=2) f	Percentage (%)
Males	6	60
Females	4	40
Total	10	100

The study also sought to find out the gender component of the lectures employed specifically under the SGCS and the GSC in both universities under study. The participants that formed part of the study were 5 from each university and their gender in these institutions comprised 6 males (60%) and 4 females (40%). Therefore, views from both gender were captured and it may be assumed that the emerging results of the study could be considered as gender representative. On the other hand, though gender issues are viewed as female issues, one would expect these institutions to have more females than males within their gender schools. However, the case is the opposite. In this study the participants were more males than females. The high percentage of males may be an indication that there are pockets of good practices in these selected universities because of evidence of male academics who may be change agents and role models for promoting awareness and gender sensitization in universities. Under-representation of females in this study may raise crucial questions as to the reason why there are less females in the gender structures yet, they are expected to be more visible and act as role models/mentors towards other females so that female leadership can be promoted. After analysing the gender of the participants. In Table 14 the researcher looked at the age range of lecturers and how it links to the research study.

Age range of lecturers in NU and WU

The gender lecturers were requested to indicate their age range in both universities under study.

Table 14: Age range of lecturers

Age range	Academics (n=10) f	Percentage (%)
20-29	1	10
30-39	2	20
40-49	7	70
50-60	0	0
Total	10	100

It is clear from Table 5.9 that most of the respondents are clustered in the 40-49 years old category and they constitute 7 (70%) of the participants. There were 2 (20) respondents aged between 30-39 years old and 1 (10%) within the age bracket of 20-29 years of age. The age range of the majority of the participants show that they are mature. Therefore, it may be implied that the information that the researcher received was rich and relevant because it emanated from the participants what were well versed with what is taking place on the ground with regard to the implementation of gender equality policies and promoting female leadership. The age range of the participants between 20-29 and 30-39 also shows that these participants are still young and very productive in terms of research and community engagement in issues related to gender equality. Thus, there is still more room for them to learn from the older colleagues on how female visibility in positions of leadership can be enhanced so that there is equal representation of both genders in decision making processes within the university structures. The academic qualifications of the participants are illuminated in Table 15.

Academic qualifications of lecturers in NU and WU

The table below gives information pertaining to the highest qualification of lecturers who participated in the study and represented NU and WU respectively.

Table 15: Academic qualifications of lecturers in NU and WU

Academic qualifications	Academics (N=10)	Percentage (%)
BA	0	0
Honours	0	0
Masters	10	100
PhD	0	0
Total	10	100

Literature highlights that competence in management or implementation of different practices in universities is highly associated with academic and professional qualification of the participants. The table reveals that all the participants were master's degree holders. It is important to have information on the academic qualification of the participants as this shows if they are capable of interpreting and implementing the policies in place as they are the policy implementers and gender technocrats. Their interpretation of ZNGP and the implementation of university policies in relation to gender equality is critical as they may act as advisors in how the implementation process should be carried out, which strategies to use, which gender structures to put in place and how to monitor and evaluate the policies in place. As a result this made the data they gave the researcher authentic.

On the other hand, the results of the study show that most of the participants have been working within the university system for over 10 years. Yet, the majority of them were master's degree holders. These emerging results should be used by the universities under study to gauge how they can come up with ways of motivating their employees to proceed and attain their PhD within a given time frame. This is because a PhD is now a prerequisite in most universities and is used as a measuring yardstick for promotion and tenure prospects. Moreover, the strategic plan document of NU also clearly projects that by 2018, 90% of teaching staff should have PhDs and the whole university management. The last table 16 shows the number of working experience in years of the participants as shown below:

Experience in current position as lecturers at NU and WU

The participants were requested to indicate their current work experience within their respective universities.

Table 16: Lecturing experience for lecturers

Experience in years	Academics (n=10) f	Percentage (%)
0-4	4	40
5-9	3	30
10-19	3	30
20+	0	0
Total	10	100

The number of years that employees stay in an institution including their qualification align with how the participants may be in a position to give balanced and unbiased worldviews on a phenomenon under study. According to Table 5.12, the majority of the participants have been in the university for 0-4 years showing they have not served for long. in addition, 3 (30%) had spent 5-9 years working for their universities and 3 (30%) had rendered their services to their universities for more than ten years, indicating that they have much experience on the applicability of the gender equality policy and how attainment of female in top positions can be attained. The table above implies that there is a fair distribution of employees in universities under study with regard to their length of experience. This may act as an advantage because it means those with experience can act as mentors and role models for younger academics on how to implement the gender equality policies and promote gender equality in decision making processes.

The ensuing section presents responses of the participants regarding the implementation of gender equality policies to enhance female leadership in universities. These were voice recorded and hand written. The responses of the participants are presented below under the key and sub themes.

5.2 GENDER EQUALITY IS GENDER JUSTICE

The quest for gender equality continues to be bone of contention in international, regional, national organizations and learning institutions, indicating that it is a process that has to be continuously contested, redefined and examined. As a result, the researcher felt it was

paramount in this study that the participants explain their understanding of gender equality.

Once this concept was understood, the researcher was of the view that, the participants would understand better the phenomenon under research and why it needs to be promoted for institutional gender transformation especially in positions of leadership. It was obvious from the responses of the participants that they clearly understood that gender equality is gender justice in relation to the equal opportunities given to both male and females so as to promote gender empowerment. To be precise, the participants alluded to the fact that no gender was supposed to be favoured or disadvantaged in the development process. The majority of the participants presented similar views. Below are some of the participants' excerpts which indicate their understanding of the concept gender equality and these were given verbatim. PVC1 explained that,

Gender equality means opening up spaces for both men and women to participate equally for the attainment of the set objectives that an organization may have and giving preference for female candidates for redress.

In agreement PVC2 stated that gender equality continued to be a mystery and indescribable at times. He noted that,

Though gender equality can be elusive, I take it as giving equal opportunities to males and females in universities. I don't believe in disadvantaging other people in an effort to create visibility of the other gender.

DSG1 also presented the same view and stated that promoting gender equality was important and was in line with protocols that have been put in place to promote male and female empowerment.

Gender equality is gender justice, it's about promoting equal opportunities between males and females. We want to be in line with a number of protocols that have been put in place which emphasize that women should not be left out in the development process.

DHRH2 simply stated: *It means women should be given the same opportunities as men and should not be viewed lesser to the male species, even in terms of leadership positions.*

Considering the conscious responses given by the lecturer participants in both universities under study who in this case are the gender implementers, it was clear that they understood what gender equality entailed. These were their sentiments. FGP1 said,

Gender equality aims at enabling women to have equal share of opportunities with their male counterparts be it academically, societal and even informal employment in terms of access, resources, opportunities and even responsibilities. Gender equality should be looked at in the radical sense because it is about justice in relation to access and opportunities given to males and females including the available resources in relation to existing policies.

5.2 .1 Operational gender equality policies in Universities

In response to pressure to promote gender equality and promoting female leadership, universities have applied policy measures by ratifying gender equality policy. From the enquires made by the researcher, it was revealed through the responses that NU and WU had taken measures to put gender equality policy in place as a way of addressing gender inequality and promoting female leadership in decision making processes. While acknowledging the existence of the gender equality policy, the majority of the participants alluded to the fact that the implementation of this policy should be implemented by everyone. Below are the responses made by the participants.

The PVC1 stated that there was a policy in place and the hiring of professionals in helping to implement the gender equality policy was a sign that the university was committed to gender equality for all.

We have a policy and this was spearheaded by the SGCS with the help of the HRD. But professionals were hired from outside to conduct interviews and analyse university documents in line with the implementation of the policy. I believe this is real effort that we are beginning to see being made on the direction of having a full gender equality policy in the university that will address issues of parity and equal opportunities for all.

However, FGP1's assertions brought in a different dimension that was not mentioned by the PVC of the university that, previously the university had tried to implement a gender policy but it failed due to little support and this was NU second attempt in implementing a gender policy in their university. FGP1 stated,

We have a policy and the history of it all is that there was an attempt to put in place a gender policy, support was minimal so it did not take off because some people thought they could develop it internally, which in itself is problematic. This time around, it was developed by different stakeholders and implemented by help of a private consultant, the HRD, the SGCS and the university.

The PVC2 from WU stated that the implementation of gender equality was not about being a gender expert nor the responsibility of one office within the university,

Yes we do have a gender policy and the responsibility would be for everyone for its implementation even you are not a gender expert. The implementation of gender equality policy is not the responsibility of one office but, of the whole university as a way of showing that we embrace gender issues and how this drive us in terms of good corporate governance.

PVC2 further added,

We actually set up a Gender Committee in place and this comprised of the majority of the lecturers both male and female from our gender department and this was chaired by the Vice Chancellor. The implementation of this policy was to be in line with our set goals and objectives and awareness to the gender policy and how the policy would help when taken on board. A number of strategies such as gender mainstreaming and affirmative action, capacity building of females were identified to help redress gender inequality.

FGP2 reflected the PVC2 responses and said,

There was a gender committee which was put in place and was chaired by the Vice Chancellor and gender experts on which terminology to use and how to come up with goals and objectives that were gender sensitive. The processes to be followed were explicit on how the university would promote gender equality at all levels.

However, DRHR2 was at variance with the PVC2 despite both participants being from the same university with regard to who was responsible for implementing the gender policies.

The participant had this to say,

We do have a gender policy and it is our duty to make sure that it is implemented. When we crafted the policy the HRD was there and very instrumental because they are responsible for all policy implementation. But you will find that the people who assisted in drafting the policy and spearheading it were lecturers from the

GSC, where we had the chairperson sitting in the sub-committee that we had selected including the gender lecturers.

Comments from DRHR2 and PVC2 draw attention to lack of uniformity in the responses given and lack of clearly articulated roles and responsibilities with regard to who is responsible for implementing gender policies in their institution. By inference it may be concluded that there is ambiguity in shared responsibilities and communication among university leadership itself.

When questioned if there was a gender equality policy in their university, the policy implementers from WU pointed out that the policy had been existence for nearly 10 years. The COD felt the gender equality policy was just there on paper only. Moreover, the gender committee had been dissolved showing gross ineptitude on gender matters as a university. COD2 noted that,

Yes, we do have a gender policy which was put in place in 2006 nearly 10 years ago, we were involved as a department in the crafting of the policy, the HRD and the university leadership where also involved. I was also a member of the gender committee which is now non-functional. This committee was meant to be responsible for the monitoring and evaluation in as far as implementing what was in the gender equality policy, on paper we are well covered but in practical terms I am not sure.

FD2 felt positive strides had been made to address the inclusion of females in top positions,

Yes, we do have a gender policy in the university and HRD is responsible for its implementation. One of the major highlights of this policy was trying to move towards having more females in leadership positions. Of course, this cannot be 50-50 because of the historical background but, efforts are being made through recruitment to make sure we there is gender parity in top positions.

From the above narrations, one gets the impression that the existence of gender equality policy in both universities is seen as a way of giving equal opportunities to the female academics to gain leadership positions and promote gender equality through a conducive organisational culture. The information presented above also suggests that the number of years of existence of a gender policy should not be used as a yardstick for measuring the success rate of females being included in the decision making process. From the

above responses, it is apparent that not only should the gender equality policies exist in universities, but they should be proactive. This is because they give a reflection of the existing organizational culture in an institution and the type of leadership that resides within that institution.

5.2.2 Top-down and bottom-up consultations in policy formulation

The participants were requested to explain the processes that were followed in implementing the university gender equality policy in place. The participant responses revealed that internal and external gender expertise was used in the policy formulation process. The participants also stated there were consultations from all levels of the university on what the policy should entail. However, responses from NU and WU were divergent on the processes that were followed and below are the expositions shared by all the participants from both universities.

PVC1 had this to say,

The gender school approached the faculty on their plan to have a policy in place and it went through the faculty planning committee meeting (FPCM) before it was brought to the leadership. As the leadership we had to be convinced why gender equality policy, and their argument was that the gender equality policy is the mother of all policies in a university setup. Therefore, it was agreed that everyone would be involved in the implementation process and what would be included in the gender policy. External gender experts were brought in to assist in the policy formulation.

The DGS1 also noted that,

There were top-down and bottom-up consultations in relation to the problems on the ground and people were able to talk about the discrepancies which they see and what they think should be done in relation to the formulation of the policy.

The chairperson of NU explained further by giving the reasons why outside consultants were hired for the formulation of the gender equality policy. In addition, the participant highlighted that different forms of data collection were used to capture the voice of the university community. The following is a detailed explanation by COD1,

Yes, it has always been on the pipeline for the institution to have gender equality policy but the SGCS facilitated its institutionalization, and it passed through the faculty and was forwarded to the registrar and within this proposal the SGSC also identified an external consultant to take up the role of assisting us to put in place a solid gender equality policy.

The COD1 further elaborated,

Consultations were done from students to staff members and university leadership. Forms were given out. We had focus group discussions and one-on-one interviews and there was a report which collated all the findings. There were feedback sessions in which all the representatives of all levels of the university were invited to hear the recommendations and the way forward. The management showed a high level of commitment in terms of funding and one of the recommendations was that there should be monitoring and evaluation which should comprise different representatives to ensure that there was adequate support to gender equality initiatives.

The DRHR1 response revealed that even though the SGCS were the brainchild of the gender policy, the university leadership also took time to question them and be convinced why they wanted a gender policy in place. DRHR1 opined,

There were meetings with the committee that was put in place and we asked them (SGCS) what it is that they wanted and what did they want the policy to look like and at the end of the day we gave them the green light go ahead after they stated that the policy would be a true reflection of a university community that is gender sensitive.

The interview with FDs from both universities drew the researcher attention to how and why gender policies can be used to enhance female leadership in universities and why top-down and bottom-up consultation were critical. FD1 indicated that the SGCS was the brains behind the implementation of gender policies as a way of challenging the status quo in positions of leadership. FD2 and DRHR2 also had similar sentiments and alluded to the fact that the driver behind the gender policy at their university was their VC who chaired the gender committee indicating that leadership was concerned about gender equality and that female leadership issues being taken into serious consideration. FD1 was of the view that,

The SGCS initiated the whole idea and saw it fit to have a gender policy in place after a realization that there continued to be a bias in job positions and even

evaluation of positions was still protected by those in power. Thus, data were collected from the top most to the lower ranks including the students and what was being sought out were the university expectations and the collected data were presented to the management of the university comprising a committee that was set up. This included the consultant company that had been sought to help us come up with the gender equality policy, hence, its creation.

The expression below was echoed by FD2 from WU who asserted that,

There is a gender committee here and the members of the GSC formed quite a core number of the committee considering they were viewed as technocrats and were in a position to advice the university. This committee, though now disbanded, was chaired by the VC who, to my best knowledge, was the one who came up with the idea of implementing a gender policy.

From the above statements, it may be inferred that thorough consultations for policy formulation were made before putting gender equality in place by both universities under study. This was a way of showing that these institutions were being gender aware and were attempting to challenge the dearth of female leadership. The university-wide consultations that were made by NU indicate comprehensive and positive inroads in addressing gender inequality in their institution. In addition, the university leadership in NU also took into account the vital role that was played by the academics who are the policy implementers in all the stages of the policy formulation. From the responses given by the participants in WU, it may be inferred that only top-down consultations were made and only those who were considered as the gender technocrats in the university were included in the formulation the gender equality policy. Meanwhile, the formulation of the gender policies from both universities under study may be viewed as evidence of pockets of good practice. This is because, thorough consultations and research on how to implement gender equality policy in universities were used before final decisions could be made in line with how the policy would be implemented. In additional, the inclusion of a private consultant company to avoid bias in the formulation of the gender equality policy in NU highlights the utilization of good practices in this university. It may be inferred that the university in question also valued combination of external and internal gender expertise so that the policy could be formulated effectively and in a transparent for accountability purposes in future.

When FGP1, FGP2 and COD2 were asked to elaborate on the processes that were followed in implementing the gender policies, their answers took a slightly different route from that of the other participants. Although the participants stated that consultations were made and that they were indeed crucial, the researcher also deduced from the participants that within these universities, there resided lack of gender expertise especially among the leadership, showing a dissonance between written down policies and practice. Below is a representation of their views. COD2 was of the opinion that,

Well, I will still talk about the committee which was dissolved. We would meet four or five times a year when the gender equality policy issues started and we discussed on how gender equality can be promoted through staff development. I would say before there was direct approach to try and create awareness to everyone about gender equality. But, now things have changed. You will find that the concentration tends to be more on students but on staff members there is a bit of silence there and I believe as part GSC and university leadership, we have failed on this part

FGP1 illustrated,

There were consultations throughout the whole university. We even had feedback sessions afterwards. The only thing that I feel is a problem is contextualizing the policy. It is now confusing because people lack information of gender issues and how they work. People are now using the policy to expand it to many other sections like to cover the Sexual Harassment Policy (SHP) because currently we do not have this policy which should be separate policy because it is a very detailed and complex issue and does not necessarily fit in a broader gender equality policy.

One of the participants in FGP1 emphasized that collective investment of ideas was very important because,

The gender equality policy started off as the idea of the SGCS and the Director worked through and towards the idea and borrowed it from the original issues that had been created by other groups. Any policy at an institution belongs to the HRD, it was necessary from the onset to rope in the registry but, at some point they were feelings that they did not know the technical know-how of policy implementation. The only problem now is getting buy-in from registry because if they do not own the policy they will not implement it, which will be a challenge for us.

The information presented above pinpoints to numerous critical factors in relation to the processes that are employed by universities for policy formulation. Though both universities had in place committees to spearhead policy formulation, in NU the whole university community had a say of what they expected the policy to look like. However, at WU it may be deduced that the whole university community were not considered as relevant during the enactment of the gender equality policy. Therefore, there is a dire need for universities to be more cautious about excluding their employees in the formulation of gender equality policy. This will avoid hindering any positive gender intentions that may promote candid gender equality initiatives while promoting an organisational culture that promotes female leadership in the process that promotes critical engagement and also circumvents lack of policy compliancy. In addition the responses from WU were also indicative that, had the gender committee still in existence, then the critical mass of female leadership could have been realised because this committee was meant to address strategies for redress in gender inequality; give advice to the university on gender related issues; assist in improving capacity building and staff development for both genders; monitor and evaluate the goals and objectives of the policy vis a vis female leadership.

5.2.3 Goals and objectives of gender equality policies in Universities

5.2.4.1 Transparency in goals and objectives of gender equality policy in universities

The question requested the participants to explain if the goals and the objectives of the gender equality policies in their university were clearly stated. The responses provided by the participants indicated that both universities adopted different strategies to ensure that the goals and objectives are clearly understood by the university community though, some of the participants' responses suggested that the set goals and objectives were too ambitious, ambiguous and not attainable. This is typified by their opinions elucidated below. SAR2 said,

I really think they are clearly stipulated because these are taken from above authorities which is the government which has a gender policy and there is a

gender ministry and our president supports gender initiatives so we are bound to follow his thinking on gender issues.

Whereas, DRHR2 added: *Yes, the goals and objectives are clear because they show where we are going to in terms of promoting female visibility and gender equality in our university.*

DGS1 from NU echoed the above sentiments by alluding to the fact that the goals and objectives were meant to be in line with the national, regional and international gender organs as a way of promoting transparency in their university. This is what she said:

Yes, not only are they clearly articulated because they have been adopted from ZNGP, CEDAW and BPA, because of this transparency, the goals will be attained and efforts are being made to continuously remind everyone what our goals and objectives are.

The researcher noted that both PVC1 and PVC2, FD1 and FD2 from NU and WU had similar views. These participants stated that the goals and objectives were well articulated because there were time frames that were put on how the visibility of the female academics in decision making processes would be promoted. The responses made by these participants are highlighted below,

PVC2: *they are transparent on how we plan to empower, promote female visibility and in all levels of the university structures and there are time frames given for these goals.*

Likewise PVC1 remarked,

Yes, they are and they should be, because these were deliberated on through our consultants so that the goal and objectives would be transparent and show how we intend to address the problem on the ground.

FD1 intimated,

I believe the goals were clear and remember these were also revised after our feedback session to make them as simple as possible and at the same time driving the issue of gender equality to the core activities of the university.

The foregoing sentiments were also supported by COD1 who said,

Everyone was involved from the inception of the gender policy and there was even feedback session which gave everyone the chance to say whether or not what was

captured was a true reflection of their views on what the goals and objectives should comprise of.

DRHR1 and the FGP2 were however, of the view that though the goals and objectives were clearly stipulated, this called for a lot of patience from the universities as this was not going to be a one day process. The following is an extract from DRHR1,

Yes, the goals are clearly articulated, but you see the usual problem is that where there is a gender policy, males will generally feel women are being favoured, so we are doing it gradually so that everyone understands the objectives and why there should be a gender policy because we are working within a culture that is paternalistic where males are still receptive about females being given equal opportunities.

FGP2 from WU also concurred with DRHR1 from NU and said,

I believe they are clearly spelt out on what the university intends to achieve and this is drawn from the ZNGP showing how gender equality will be achieved.

However, FGP1 from NU and COD2 from WU had somewhat different views. They emphasized that the goals and the objectives of the gender equality policies were too ambitious and what they felt should have been included in the goals and objectives of the policy as the gender experts was not taken into consideration. They explicitly expressed their feelings as follows. FGP1 explained,

I strongly believe the goals and objectives are not clear because the policy is now a product of so many people and once this happens, there tends to be confusion because the argument is the policy should not reflect everyone's interest. There are many parts that we felt as the originators gender equality policy should not have been removed to make the policy more valid.

One of the participants from FGP1 said that it was important that the university does not chew more than it can swallow in relation to the goals and objectives in place,

We also need to question ourselves if we are going to meet all the stated goals and objectives. Are we not being too ambitious because the gender equality policy calls out for resources both in human and financial aspect.

From the above sentiments, one gets the impression that when there are too many individuals involved in a project, there is bound to be confusion. Though the participants'

comments show that there were bottom-up consultations, these appear to have worked to their disadvantage. Worth noting was a response from the COD2 from WU who stated that the university could not boast of having clearly articulated goals and objectives because the university took a long time to officially unveil the policy thus, making goals and objectives was now non-functional making the goals and objectives questionable. The COD explained,

When the policy was put in place, it had set targets to be realized by certain dates. But it took a long time before the leadership could say this is our gender equality policy. Yet, it was needed so that we could continue to make a follow up on the goals and objectives of the gender policy to see if they were being met but, this has not been done.

The above statements show that the goals and objectives of a gender policy that are put in place by a university should be a true reflection of how gender equality and awareness will be promoted and achieved. The researcher also used document analysis to verify the participants' responses and the policy of WU under policy goals clearly states in simple terms that the university intends to eliminate practices impeding equality of both sexes. In addition, the ZNGP was also scrutinized as a way of matching the participants' responses and indeed the one function of the ZNGP is to advice public and private institutions on steps to be taken to ensure that gender equality is a reality. As such, the goals and objectives should be in line with the ZNGP. There is also an indication that there were a number of aspects on how the goals and objectives of the gender policy would intact with each other to help understand how critical mass of females in top positions would be achieved. These included transparency on how set target for female leadership would be achieved within the university structures and use of simplified terminology within the policy to cater for the whole university. The foregoing responses also indicate that the stakeholders involved in policy formulation increased an understanding of how the above mentioned aspects of could shape the implementation process and the desired outcomes. Hence, this was transparent in putting these goals and objectives in place through the involvement of external and internal gender experts so that a gender responsive environment can be promoted.

The following section answers the research question of the study which envisaged to establish if there are any gender structures that have been put in place in universities under study to address the dearth of female leadership.

5.3 GENDER STRUCTURES AND ENHANCEMENT OF FEMALE LEADERSHIP IN UNIVERSITIES

The issue of achieving gender equality and enhancing females into positions of leadership in universities may not be achieved through the implementation of gender equality policies in place only. Instead, what is required, is the establishment of different interventions such as gender structures. These are meant to help ameliorate the constraints that continue to hinder female leadership through teaching, learning and research and assist produce knowledge on striving for an appropriate balance between male and females in decision making processes.

5.3.1 Gender structures and enhancement of female leadership in Universities.

The first question in this section required the participants from both universities to state what gender structures within a university are. The majority of the participants gave similar views. Thus, researcher will highlight a few of the participants' responses. The PVC said,

These are office units that are specifically created or built put in place to promote and create visibility of gender equality issues, they are meant to show the institutions are working with a gender eye and perspective in mind.

The following are representative of the sentiments of PVC2,

These may be buildings where gender issues are dealt with under one roof and they may also comprise different committees and gender experts who help with gender matters so as to transform institutions into gender equal places.

The DGS articulated that: *This is a response to so much cry out there that there is need to have in place schools, centres so that the issues of gender equality can be promoted so these are units that are responsible for the gender issues in an institution.*

Additionally SAR1 and SAR2 also gave their views on the same question SAR1: *These are offices buildings and people that are concerned with gender issues such as equality, equity, awareness, and research and information dissemination.*

Additionally, COD1 stated that gender structures were meant to be locus points in gender related matters, while COD2 stated that these are machineries meant to enhance gender parity.

Meanwhile, FGP1 and FGP1 did not deviate from the above responses when the same question was posed to them. FGP1 responded,

These are committees, infrastructures, gender experts who are concerned about female development. This is when an institution puts in place units, people, committees to be in charge of all gender matters, activities and programs so as promote gender awareness and gender equality.

FGP2 added,

We are talking about deliberate efforts or attempts to have in place structures whereby issues of gender can be mainstreamed into the existing structures.

From the above sentiments, one could get the impression that the participants did have knowledge of what gender structures are. It emerged from most of the responses that gender structures are systems put in place which act as a signposts that gender matters are prioritized in universities as a way of promoting female empowerment and gender responsiveness among both genders in conjunction with gender policies in place.

5.3.2 Existence of gender structures to promote female leadership in Universities

The existence of gender structures in universities is meant to promote gender awareness as elucidated above so that female leadership can be promoted. Therefore, a question was posed to the participants if there were any gender structures in place used to promote gender equality and female ascendancy to management positions. The participants' remarks are captured as follows. PVC1 disclosed that,

We have very robust gender school and gender cultural heritage library. We have a director of the SGCS who runs these structures with the help of gender lecturers and the COD.

PVC2 responded by saying,

I don't know if we can call it a structure. We have GSC and it is housed under the faculty of Education and is headed by the Dean of faculty, has a chairperson. We also have a gender committee chaired by the Vice Chancellor.

FD1 noted: *We have the SCGS and the gender library and the Director of the school is responsible for the day to day running of these structures with the help of her team and the faculty.*

COD1 commented,

Yes, we do have a gender school which is a stand-alone entity. We also have a gender library and these structures are being run by the director and her team; that includes me as the chair and other members who are gender lecturers.

COD2 explained,

Unfortunately, we used to have a gender committee which is gone now and the issue now rests with HRD how they monitor and operationalize, the policy is there with the management but, whether they are doing something about it to ensure that we have vibrant gender structures I really do not know. The only other structure that represents gender issues is the GSC department but, this focuses more on the teaching and learning of gender modules to student than academics.

Responding to the same question, FGP2 highlighted: *We have the GSC and this is used as point of contact and the faculty is responsible for running of the centre.*

Responses given by the participants' show that both universities under study do have in place gender structures that are used for advocating gender equality issues. Furthermore, it may be inferred that by having these structures in place, universities are showing their pro-activity in addressing gender related matters and, of course, promoting female visibility. The researcher had the opportunity to see the gender school, gender studies centres and the school of gender library that the participants referred to and indeed they were operational. However, participants from WU gave different answers regarding gender structures. While the management of the university alluded to the fact that they had gender committees in place, the academics, who are the policy implementers,

indicated that the committee used to be in existence but was dissolved. The researcher also analysed some documents, specifically the university committee diary at WU. Mention of gender committee was not made in this document. It may be deduced that failure to have a gender committee means the university is handicapped in driving gender issues and may also be handicapped in knowing what exactly is taking place on the ground with regard to promoting gender equality.

5.3.3 The role of the policy makers and policy implementers in promoting Gender Structures in Universities.

It was also of paramount importance to know the role that the university leadership played in promoting their institutional gender structures. It emerged from the participants that their role was to ensure that all protocols were observed in putting these gender structures in place. This involved working in line with gender conventions from international to national level and also giving guidance and direction where needed for effective and efficient running of these structures. PVC1 had this to say,

When people say they want something in place it has to be done the legal way? As the management, we ensure that all protocol is observed. We were involved in creating the regulations in line with ZNGP together with the SGCS on how we would promote gender equality and visibility of women in top positions.

However, PVC2 was not sure of the role that they have to play because he said not much had been discussed concerning this issues:

Well, this is a tricky one. We have not debated lot on this issue in this university. But in council there is a policy that says we have to balance gender at all levels and surely having gender structures in place can help us realize that.

The DGS1 also commented and showed through her responses her interest and knowledge in gender equality matters as she explained what her role entails.

The SGCS that we are talking about is an independent body. The reason why we wanted to have a gender school is for us to have a platform to articulate the issues of gender equality, transformation and female visibility in all spheres. This is because we were worried about the progress that was being made in relation to the visibility of female in positions of leadership in universities. The SGCS came in as my own initiative to work together with the university community after an

experience at a previous university where gender school was sort of a service department and not much was done for the academics.

Furthermore DGS stated,

If you are stand-alone school as we are you have room for growth, innovativeness, autonomy and development. Through these structures we have shown our seriousness and transparency about gender equality and females being at par with males. We are free to make our decisions and how we want to run our gender agenda while working with the Government and different NGOs to enhance female leadership in decision making processes and promoting gender equality. My duty also entails making sure that we are working in line with the various protocols and conventions such as CEDAW, BPA. We also have the regional protocol like SADC protocol, African Charter and our own ZNGP, so I ensured that we drew from all these to come up with our own policy.

The DRHR1 was in support of the foregoing and said,

Our role is to support the gender school when necessary because the SGCS is an independent structure. But we made sure we followed the ZNGP, ZIMCHE regulations and what it says gender structures should comprise of.

DRHR2 similarly expressed,

Our role is to support and to seek advice on gender matters and we also ensure that what is done in the GSC is in line with the country policies on gender and our own university policies. This was a huge stride by the university in trying to redress gender imbalances at all levels.

Responding to the same question, FD1 emphasized the importance of collaboration and keeping in mind the African culture in the promotion of the gender structures.

We work together with the Director of the gender school on programs to facilitate and I represent them as the Dean of faculty in different meetings. That is why, before putting the gender structures in place, we took time to look at our existing organisational culture, the culture of our country. We wanted to create something different that did not have too much European flair, so all these aspects were taken into consideration. Therefore, we were guided by the fact that we wanted to infuse issues of culture within our gender structures.

FD2 opined that,

As the Dean, I have the privilege to chair the faculty meeting and the department of GSC through the chairperson also keeps me on board on what they are doing or will be doing and my role is to support and give advice as and when needed.

The SAR1 commented,

When the SGCS was being constructed, we were there to decide what it would look like, the posters that were going to be put up, and most importantly, to make sure its environment would speak for itself what we represented as a school. I was involved in the crafting of the regulations which have a strict procedure which has to be followed before being taken to ZIMCHE for approval. If comments were made, we sat down to correct and quickly sent them back to ZIMCHE to ensure that deadlines were met so that the SGCS could start functioning.

COD1 stated,

To make sure we have support from high, middle and low rungs of the university employees. We don't want apathy we want pure support and I am part of the task force team called Gender Positive Team, and this is for male minded gender conscious academics where we strive to educate, promote, remove stigmatization and disseminate information on gender structures in place.

COD2 noted that,

Gender structures are very new in our county, so our role is talking about the importance of having structures that focus on gender equality issues and not as something that is just added on to the activities of the university.

FGP1 and FGP2's responses showed that their role in promoting gender structures were heavily aligned with the core function of the university.

FGP1 simply said: *Workshops, teaching and researching and attending meetings but it is not always.*

FGP2: *We are the custodians so we have to act by example, we research. We teach, advice and facilitate gender training workshops for the university community.*

From the foregoing comments, one may surmise that university leadership is in control of ensuring that all gender protocols are thoroughly followed and are commensurate with

global conventions and having qualified personnel. Qualified gender personnel may assist in driving the gender agenda, and creating gender structures that will develop and enhance female leadership in universities. Moreover, the issues of offering support and advice were necessary and were illuminated by the university leadership from both universities under study. The responses from the university leadership reflect that both universities apply top-down theories which see implementation taking place in a chain but outlining the list of conditions which they are confident if followed and fulfilled, will enable gender structures in place to promote female leadership and gender equality in both universities. Consequently, the academics' responses indicated that they have limited roles to play with regard to the gender structures in their universities, implying that the bottom-up approach is not being utilized in both universities. This approach emphasizes that the chain of command should start from the bottom going up taking into account the views and the activities of the so called implementers. It all also emerged that there are pockets of good practice, because one of the respondents highlighted that there was, in existence, a task team called Gender Positive Team for males only as a way of promoting the existence of gender structures. This shows that male academics in NU have also joined in the fight for promoting gender equality and female empowerment. but also encompass everyone. Another pocket of good practice in NU were the clearly labelled gender equality posters that talk to both genders about the importance of equal opportunities especially in decision making processes.

5.3.4 The role of Gender Focal Points (GFPs)

The researcher also sought to establish from the participants if there were any gender focal persons in their institutions to help promote gender equality, implementation of gender equality policies and enhancement of female leadership. The responses given by the participants suggested that there are no formalized gender focal points or persons. Instead, the gender structures and their employees were being used as gender focal points and persons. The following responses emerged. But, few responses will be illuminated due to the similar answers given by the participants.

The PVC1 noted that,

The gender school and staff act as our gender focal point for all issues concerning gender related problems or advice. We are yet to appoint a gender focal point who will give us feedback on constraints and achievements regularly as they will purely concentrate on that.

DGS1 stated that they did not have gender focal points,

No, we do not have any gender focal point as yet but I do think as the director, I am capable to help the university as their gender focal point because I have the passion for gender and experience. I have been able to attend various conferences, seminars, trainings and workshops all related to gender and on the academic side I hold a Masters degree in Gender Studies. This has helped me to gain a lot of insight in the areas of gender and that there is a need to make a push if we want to take gender to higher levels as a discipline.

DRHR1 and DRHR2 had similar views and DRHR1 stated:

I would say the director of the SGCS is our gender focal point. We consider her an expert in gender issues both professionally and academically and as such advises us on all gender equality related issues.

DRHR2 added:

The GSC and COD are our representatives on gender issues including its academics though we cannot say this is formalized. But, then anything concerning gender matters they are the people that we consult.

FD1 said the Director of the SGCS was their gender focal point because she was considered the gender expert.

I would say we take our director as the gender focal point and her role is to run the gender school, come up with ways of creating more awareness on gender equality issues within the university be it through teaching, research and community engagement and also giving feedback as and when necessary.

SAR1 highlighted: *Unfortunately, we do not have a gender focal point.* In the same vein COD1 echoed, *No, we don't have a formalized gender focal point in this university.* When asked the same question, FGP1 noted that they did not have a formalised gender focal person. Whereas FGP2 expressed similar sentiments with comments such as,

Formally no, but we are the gender focal point and persons in the university because we are the custodians of the implementation of gender equality and female empowerment. But, it is actually a necessity that where there is a gender policy and gender structures be gender focal points and persons who will work with the policy makers and the implementers to promote gender issues.

This study revealed that there were no formalised gender focal point or persons in both universities under study. A possible reason for this is that either the universities in question do not see nor know the value of having gender focal points in place or it is simply out of ignorance that there is no need to have them. The reader may also recall that most of the participants' highlighted lack of consultation on the implementation of strategies to enhance female leadership was due to lack of gender focal points. In essence gender focal point and persons are expected to encourage and influence the university community to be committed towards realization of gender equality and female inclusion in decision making processes. It may be assumed that both NU and WU need formalised gender focal point and persons who will specifically be in charge of gender matters to help illuminate the gender agenda and promote visibility of females in top positions.

5.3.5 Functions of the Gender Structures in Universities

The participants were also requested to shed light on the function of the gender school and gender studies centre in their respective universities. Their responses revealed that that these gender structures played numerous roles in promoting gender equality and female enhancement into positions of leadership.

PVC1 alluded to the fact that while their gender schools promoted gender equality, the culture of the country was also part and parcel of this equation.

It is to research, teach and do community engagement and it was agreed that our SGCS would use an Afrocentric approach and not Eurocentric approach so that we could have real solutions to well defined problems that have to do with us as Africans and why African women still find it hard to lead and become part of the decision makers. Hence, the gender school has decided to blend culture and gender equality and promote female leadership through teaching and learning, research and community engagement. Meaning while we strive to promote female empowerment, our cultural beliefs must also be taken into consideration.

PVC2 observed that,

Mainly it is to teach, and do community engagement and conducting awareness workshops in and out of the university on gender equality and equal representation of both genders in leadership positions. We network with other universities and NGOs as a way of strengthening relations on issues pertaining to gender parity.

DGS1 affirmed the main function of the gender school was to cater for needs of both genders not only locally, but also internationally.

There is a lot of involvement with our stakeholders so that we are able to come up with the programs, gender trainings and workshops, research projects and even the curriculum for the students and academics who are engaged with post graduate studies. We also invite gender experts from the other universities in the country to look at our initiatives. The reason being, when we are looking at this SGCS, we are saying it should be a global centre for gender equality while promoting our culture as well. We want to be in a position to invite students and lecturers regardless of gender from national, regional and international level so that we can also learn how other countries has addressed gender inequality. That way issues of gender equality will be promoted from a global level to national level

Deputy registrars also gave their responses on the same issues. DRHR1 stated: *I'm not sure of the other functions, but I do know they offer workshops, trainings and seminars on gender issues.*

FD1 felt that the role of gender schools was to be a locus point for all issues relating to gender equality in universities:

It is to teach, research and do community engagement. So the gender school is seen as the point of reference for information sharing on gender equality at all levels.

The responses of the SARs on the same question revealed that they concurred with the other participants. For example, SAR1 said,

We teach, we do research, public lecturers, training and community engagement and we bring attention to the university staff and student of any upcoming events that are gender related and all this done so that gender equality can be achieved.

SAR2 declared,

Workshops and networking in and out of the university, and we create gender sensitivity and awareness through our teaching and research, so as to be abreast and be well informed on policy development in relation to female empowerment.

While, COD1 confirmed the following,

We try as much as possible through the gender school to show that gender is not about women only, but also men. So we create that awareness and you will find that even through the posters that we have around the SGCS there is involvement of both genders.

The FGP1 said the gender school and its structures were there to empower the university and not the females only, while FGP2 added that the whole idea was not about the numbers but it was about mentoring both genders to be leaders. The FGP1 explained,

First of all, the development of the gender issues came from women and development and the idea of having gender structures belongs there. The SGCS is there to empower the university in as far as implementation of gender equality policies is concerned. We aim to involve both genders so that we avoid having female dominated gender structures. We are saying if we develop a school that teaches, researches and does gender awareness on female issues that is tricky and we might have very little success if any. This is one of the reasons why we said this school will not be labelled women studies centre but it will be called SGCS.

The above responses show that the role of the gender schools and the gender studies centre in both universities under study is to promote gender equality and female's visibility in top positions through research, teaching, community engagement, networking and gender training and awareness programs. Further, it emerged from the participants' responses that the role of these structures is to be more of referral centres which assist in promoting all gender equality related matters. It may be assumed that the role of the gender structures is to endow universities and the surrounding communities why both genders should be seen as equals even in decision making processes. Moreover, the responses of the participants also underscored the commitment and the effort that these universities under study have injected through the gender structures in a bid to combat dearth in female leadership in their institutions.

5.3.6 Commitment towards gender structures in universities.

The success of and fully functional gender structures in universities also depends on the commitment shown by the policy makers and the policy implementers in carrying out their roles and responsibilities so that these structures can run effectively. The participants were asked how the university had shown its commitment towards the gender structures in place. It was established from the participants that the commitment was mainly through human and financial support. PVC1 said,

The commitment that the academics and the director of SGCS have has also spilled over to us at all levels. As I said before, issues on gender equality were silent but judging from the response rate through the creation of gender equality policy, workshops and public lectures was enough for us to see that people were participating and highly committed to see changes happening.

PVC2 elucidated,

The university has showed a lot of support to the GSC. For instance, we listened when they told us how the gender equality policy should be crafted and this led to its effective implementation. This is because the success of a gender equal society and our university at all levels is hinged on this.

The DGS1 highlighted that they were a success story in their university due to high commitment given to them.

We have gained a lot of support from the leadership and it is also through their initiatives that we continue to strive for more gender equality awareness. The leadership actually treats SGCS as one to the success stories of the institution because the university needed to come up with projects which were not gaining prominence in other universities and the SGCS did just that. They have also assisted in the funding and the securing of gender experts from as far as India, Uganda, and South Africa and within Zimbabwe to look at our work. Our gender structures have gone through a lot critical examination. To say that we want gender issues and involvement of females to top positions to be transparent shows a lot of commitment from the university leadership and all the involved stakeholders.

FD1 expounded that,

There is high commitment coming from both the management and the lower levels. We have had a number of walk in academics and even the community because

we are situated in the city centre. They come in to see what we are all about and what we stand for, and financial assistance which we were given in time and the attendance of workshop training and seminars is also a sign of commitment from the university.

However, FD2 felt little change has been realized since the establishment of the gender structures citing the university obligation towards gender equality as slow-paced. FD2 highlighted

Well, initially, the commitment and collaboration was very high and this was witnessed when the gender equality policy was being implemented, but as the years have gone by, people seem to have lost interest. With nine years of having a gender policy in place, by now we should be having fully fledged gender structures and gender focal points in all our campuses.

DRHR2 was also in support of the foregoing views and added:

Honestly, commitment is very limited because more focus is being given to students so that by the time they leave the university they are gender sensitized. Yet, we forget that we also have to create gender awareness even for those lecturers that teach the students, the administration staff and the cleaners that the students are in contact with every day.

SAR1 explained,

I think there was high commitment especially from the PVC because he was also responsible for the crafting of the regulations until they came to a stage whereby they were approved. At times we would go home around 2am sitting and deliberating so that we could submit our document on time. The following day the PVC would still drive to the capital city personally to attend ZIMCHE committee meeting to discuss the matters of the gender school until it was approved. For instance, they looked at the academic qualifications of the gender lecturers, and they also came here to assess buildings, furniture, staff profile and to meet with the staff to see if they qualify to teach and be gender advocates. There was a lot of commitment and support from leadership.

COD2 felt the university had regressed in its commitment towards promoting gender matters through the centre.

The commitment from the management when we started the gender matters was very high but, now we have slowed down a lot, yet this is one area that the

management and the employees should be supporting so that gender equality takes place from top to bottom in every department if female leadership is to be promoted.

Meanwhile, FGP1 responses highlighted their satisfaction towards the support given by the university by saying,

In every organization, there are different sections that are more luminous than others. In this university, the support we got from the leadership has made the SGCS to be more visible. We have resources in place, so I think we are more than fine, in fact the gender school is doing better than anyone else in this university.

In the same line of thought, FGP2 felt commitment was good through it was inclined towards students but, made a call for the gender committee to be revitalized.

I think the university is highly committed in the sense that one has to pass the gender module in order to graduate and that is on the student part. But, on academics, commitment needs to be improved. Yes, they do listen to what we say and any form of discrimination is taken seriously. But there are areas that need to be addressed such as bringing back the gender committee because it played a big role towards promoting gender equality and female leadership in our universities.

The data presented depicts that commitment to gender structures in both universities cannot be understated. This calls for the two universities to remain steadfast to avoid any regression and ensure that the growth rate of the universities aligns with the growth rate of the gender structures in place. Therefore, support at all levels is critical and should be coupled with adequate human and financial resources as this will indicate that universities are well aware of what is expected of them to ensure that these structures are fully functional. The effectiveness of these gender structures and their recognition as centres that promote gender equality and female visibility in leadership positions should be teamwork from the whole university community.

5.3.7 Attitude of Universities towards gender structures

Literature highlights that change is considered as one of the single greatest threat to any new initiatives or policy implementation process. Thus, the researcher also sought to establish from the participants, the attitude of their universities towards the implementation of the GSC and SGCS. Most of the participants stated that though change

was being recognized, it was slow paced. Moreover, there were still a lot of mistaken beliefs leading to uncertainty, fear and mixed feelings towards these gender structures being used to promote gender equality and female enhancement in positions of leadership. The following responses pointed to the personal views of the participants.

PVC1 was of the view that that there was a lot of double standards especially within university governance.

I think there is a lot of hypocrisy from those in positions of power and that makes it hard for attitudes to change overnight. So there is a lot of work to do, but not everyone has shown negative attitudes. We have had academics writing books and papers on gender issues and it shows us that not a lot has been said from the African perspective and the Zimbabwean perspective about the matter. It is a virgin territory. It needs to be explored because we believe structures such as gender schools are in position to explore these matters and bring them to the core so as to address the complexities of gender equality issues and female leadership. This can help us unravel the whole puzzle and generate solutions towards it.

PVC2 explained,

Anything that has to do with gender equality is met with resistance, especially if it's about promoting females. But with us as the leaders, we saw a gap and felt it had to be filled in. Attitude has changed though we still need to debate on having fully fledged gender structures. But funding is limited and currently the government does not have funding.

DGS further added that resistance by some individuals towards the gender school was a signal that there was a knowledge gap, hence these structures are there to fill in that vacuum,

So far, attitude is positive, though initially when we raised the issues of gender school we were of course met with resistance by some people. This showed that there was really a knowledge gap among the university community relating to gender equality issues and why females also have to be uplifted. Through invitations of internationally acclaimed gender people, the change of attitude turned out for the better and even the attendance in the gender workshops improved despite the academics having tight schedules. Even the evaluation forms that the participants fill in at the end of the seminars or training allude to a change of attitude.

FD1 was optimistic that within their university there was now an understanding that gender issues were not about females only but about males as well,

One of the major highlights was the workshop held and hosted by the SGCS which had presenters from India, to educate management and staff and students on gender issues and female discrimination. The attendance on its own spoke volumes about the gender equality issues. Moreover, as we are growing, we are also introducing different programs related to gender and recognition of females every year. But, not everyone supports such initiatives. In addition, our Director makes it a point to remind us and other faculties on the importance of gender equality and this has resulted in more consultation, co-operation and collaboration on research papers. I think the issue of infusing culture and gender is surely transforming their minds.

On the other hand, DRHR1 felt the initiative that was put across by the university through the gender school to invite international gender specialists and scholars may have worked magic in gaining more supporters towards this initiative,

I believe the visit from the gender experts from India and Uganda and within our country to talk to us about gender, women empowerment and gender equality in universities may have worked to our advantage and turned the tables around. This is because we hear through reports that attendance in gender workshops has improved and the gender school team must also be applauded. It appears they managed to sell and they continue to sell the idea of SGCS as a way of promoting gender equality and female empowerment.

However, DRHR2 felt the attitude by university leadership was positive as compared to the academics' and said GSC was to blame for failing to play their role effectively as the university gender advocates.

Well, the attitude of the management is very positive in that we were supportive from the word go by putting the gender equality policy in place and even having our GSC. But for the employees, because some of the lecturers did not take the initiatives that were put in place and some even told students that the module was not important and should not be taken seriously. It was after some students had failed that some lecturers took the whole process seriously.

She further intimated that,

I think not much is being done by the GSC as a department because focus is too much on the students and less on the academics. Even workshops are now a thing of the past. This is despite that they do have module on train the trainer which they can use. We are operating with a small policy and we need them as our gender technocrats to be constantly reminded of the importance of gender equality. Without that, we may take some issues for granted only to realize we have been doing it wrong all the time. We need to benefit more from the department.

SAR1 had this to say,

One of the visions of our gender school is to be the centre of excellence in gender and cultural studies in Central and Southern Africa. So for those who understand where we want to go as the SGCS, they are giving us so much support, though initially welcoming and understanding the idea why it would be to our advantage to have a gender balanced university was not easy.

SAR2 also posited that,

When this whole issue started off, there was a lot of complaints especially from the lecturers on why gender module was being imposed on their students because they did not see gender issues as necessary despite our vision and mission statement stating that we are a gender sensitive university. This showed lack of gender knowledge among our staff members.

Responding to the same question, COD1 highlighted that there were a number of interrogations vis-à-vis the gender schools,

There was so much fear and I think a bit of uncertainty and a lot of questions were being asked to say why we need a gender school and what changes and differences would gender school bring. There was fear that this was going to be a waste of time and resources because previously little change had been realized through issues of gender equality. But, we stood firm and thanks to our director, our role is simply to educate and empower both genders on gender equality issues in leadership and decision making processes in our university

COD2 was of the view that lack of gender knowledge and assertiveness towards gender equality continued to be equated as female matters,

Initially, there were mixed feelings when the department was put in place because gender equality has always been linked to women affairs. But when they realized how serious we were and saw the Vice Chancellor championing gender issues in meetings, council, and senate and even in our mission and vision statement, though the attitude, has changed over the years, it has been slow.

Not to be left out in the equation, FGP1 highlighted that change of attitude was hard to overcome because the university community had lost faith.

This was an initiative which had failed before so people wanted to know what was different this time around, so there are still a lot of misconceptions, so we have to realize as the gender school that this is not an overnight initiative, change takes time.

FGP2 brought in a different perspectives by stating that change of attitude depends on the existing organizational culture and its type of leadership.

Attitude depends on the organisational culture and the type of leadership. If it is positive, it is easy for the employers to copy that positivity. The attitude has changed over the years due to policy of making gender issues and gender mainstreaming mandatory. There was so much resistance from the onset but, this has since changed because we have tried to gender mainstream throughout the whole university.

One of the participants further added:

It is a mixed bag because some see the value why females have to be put in the picture of leadership and why there should be gender equality and mainstreaming. While for some, it's due to misconception of what gender structures because they tend to think we are just looking at matters that focus on females only.

The foregoing findings point to the fact that attitudes towards the existence gender schools and gender studies centres as a way of illuminating the importance of gender equality and female leadership are changing for the positive. However, some of the responses show that universities still need to up their game and work continuously towards removing gender blindness in some sections in their institutions. This calls for revitalisation of gender committee because, this committee is meant to ensure the policy

in place is in line with its goals and objectives that helps consolidate gender sensitive programs while continuously reviewing the university gender policy. It is assumed both universities under study may need to develop organizational culture that is favourable for progression and improvement of their gender equality structures. Moreover, during document analysis it emerged that both the universities under study support diversity and gender equality. As such, they should make every effort to guarantee that all the “speechmaking” about females and gender equality at all levels marries practice. This can be achieved through identification and implementation of a number of approaches to curtail opposition to change while at the same time improving the university stakeholders’ compliance towards egalitarianism and equal representation in decision making practices. Therefore, linked with the foregoing responses from the participants on what gender equality is, and the gender structures in place to promote female leadership in both universities, in this section the study focuses on the presentation of data on the strategies used to enhance female leadership in universities. The next section presents data collected from the participants on the strategies used to enhance female leadership in universities through the implementation of gender equality policy.

5.4 STRATEGIES USED TO ENHANCE FEMALE LEADERSHIP IN UNIVERSITIES

Organizational culture has been identified as one of the strategies that can be used to enhance female leadership. The verbatim narratives of the participants in NU and WU, including the commonalities and disparities in their responses on this use of this strategy are highlighted below.

5.4.1 Organizational Culture as a strategy for promoting female leadership in Universities

A conducive university organizational culture is one strategy that has been identified as ideal for promoting gender equality and empowering female leadership in universities while at the same time promoting excellent leadership skills. The participants were asked to state how they viewed the leadership in their university and its existing organizational culture as a strategy for promoting gender equality and female leadership. Some of the participants pointed out that there was a positive environment due to positive leadership

skills displayed by the management team, which was in line with mission statements of the two universities. The following extracts are examples of the participants' responses, DRHR1,

Our leadership is extremely open minded because they look at situations as 'what can we learn from both genders?' Our organizational culture is that which identifies potential amongst all staff members.

DRHR1 further added,

We try as leadership through our vice chancellor, whose motto is "let's put our university on the map" to promote a conducive organisation culture. Even some of the employees who had their "little cultures" that they wanted to proliferate within the institution, it has gone away. Remember we are a multi-campus university, that on its own is a tall order for the management to ensure that our values, vision and mission statements in relation to a conducive organisation culture and gender equality remain the same.

DRHR2 gave the following response,

Our leadership is very gender sensitive and transformational. This is because our vision and mission statement speak to our organizational culture which is to promote oneness in both genders.

DGS's response indicated that the management were the key drivers in promoting a conducive environment for growth of both genders in the university. DGS explained,

We are a growing university and the fact that the leadership is transformational and supports diversity thus promoting an organizational culture is conducive for both genders to realize their growth and potential in all positions shows that our leadership style is transformational and supports diversity.

FD1 explained,

It is important that we have the same values and beliefs in an institution to avoid conflict of interest. You will find that our leadership and organisation culture is linked with our university niche area which is a culture of art and heritage. Therefore, staff members are aware that we promote through our leadership the university organisational culture in line with our country's heritage and culture.

FD2 observed that,

When we started this university, the ratio of males-females was 70-30 and even at chairperson level it was mostly males and at deanship we only had one female. This shows that before, the organisational culture did not favour females in top positions. But now, the organisational culture has changed and we see more of females having leadership positions and this goes to show that the current organizational culture is conducive for both genders to work together.

PVC1 and PVC2 were in agreement with what was raised by other participants. The PVC1 cited that as a way of moving away from patriarchy, fragmentation and male dominated leadership, the university had an open door policy such that academics were given the opportunity to nominate their own departmental chairpersons. The participants elaborated as follows,

We do have an open door policy here, our leadership is transformational. Academics are free to have one-on-one with the VC, for instance when a term expires for COD position, academics come here and we do a one-on-one interview with them and we ask who they think is capable to be their COD so as to create fair representation in leadership positions. On rare occasions we have females recommending each other. We even identify those females that we think can be good leaders and talk to them to make themselves available for top posts.

PVC2 explained:

In terms of leadership in which we are part, this university is the only university to my knowledge, until recently, which has mainstreamed the teaching of gender for all its population. Every student going through this university must be sensitized, exposed and write exam on gender. That in itself is recognition that gender equality plays an important role in our university culture.

Meanwhile CODs in both universities under study postulated that the existing leadership and organizational culture continued to be male dominated. They stated that this influenced the manner in which gender equality policies were implemented and how decisions were made in relation to female visibility in decision making processes. COD1 stated,

Universities spell out the type of leadership that resides in an institution and if it promotes equal opportunities to partake in positions of leadership irrespective of

gender. However, for now the organizational culture spells male domination because in the top leadership we only have one female and yet, no questions are being raised about that. But then, it can be difficult to make judgement why the university is quiet about this, because people can be keeping up appearances that they are gender sensitive yet they are not.

COD2 was of the view that,

Leadership in universities will always be male dominated, as such there are rules of the game that one has to follow maybe that is the culture. On paper yes, we are doing fine but, in practice leadership is still male dominated.

Similar views were also echoed by participants in FGP1 and FGP2 who postulated that the existing leadership continued to be male dominated due to the cultural beliefs residing within the society and the universities. Their utterances are represented below. FGP1 stressed that,

The culture, structure and attitude is still patriarchal and the current gender balance in the university paints the true image about the organisational culture and the university leadership attitude in gender issues. Those in leadership are mostly males and this influences the manner in which things are done, because what may be seen as vital by female staff may be seen differently by males. For policy to work we need change of mentality from the top management.

FGP2 alluded to the above views,

When you look at the current leadership positions, recruitment and promotions you will see that it indicates an organisational culture that spells out male dominance and the current statistics show that very few females are in leadership. Besides those female academics that are at top still hold traditional leadership positions and this gives them little voice where decision making really matters.

A member of the FGP2 reinforced the foregoing comments and stated,

Currently, society views gender issues wrongly and this has led to misconceptions in universities and their organizational cultures. There are existing gaps which make it hard for the women to be pulled up. I think the organizational culture here fails to realize that even if the males and the females start off at the same time, they cannot be expected to finish at the same time, and this makes female visibility hard because the majority voice is one gendered.

However, one of the participants from FGP1 was not in agreement with the foregoing sentiments and stated,

Before, the organization culture was rigid and the leadership was too patriarchal but now, we have new management. They have brought in open door policy.

Most of the responses from the management cited that their universities were transformed and operating with a gendered eye. The participants highlighted that the organisational culture was no longer rigid nor patriarchal but inclusive of both genders and this inspired the university community to express their expectations and how a dearth of female leadership in both universities would be addressed. Moreover, identification of females who can lead by management; tapping and exchanging information from both genders and inclusion of conducive organisation culture within the vision and mission statement was evidence that there was transformational leadership in both universities. It may be deduced from these responses that leadership in both universities act as role models for desired behaviours and change of attitude from their employees with regard promoting females to top position. This enhances their engagement with transformational leadership which in turn enhances moral promotion among the university community leading to universities to be gender equal institutions.

However, the participants in FGP 1 and FGP 2 felt otherwise. The participants alluded that the current numbers of females with top positions was an indication of an organisational culture that spelt bureaucratic leadership that promoted gender imbalance. It emerged from the participants that the reasons why females hold traditional leadership posts which excludes their participation in decision making processes was due to societal beliefs about gender agenda. Therefore, patriarchal practices need to be uncovered in universities as indicated in the feminist critical policy analysis theory which was used in this study. This theory calls for mutuality, co-operation and shared power with an eye toward justice, equality and emancipation of females to top positions.

The above extracts indicate that NU has some pockets of good practices with regard to enhancing female leadership because there is transparency in selecting candidates to positions of COD. Therefore, the autonomy and the freedom that is exercised in this university promotes an organizational culture and leadership style that is transformational

which enhances gender equality and female leadership. However, the other side of the coin shows that these pockets of good practice may also act as a disadvantage to female academics based on the truism that they have been accused of suffering from the Queen Bee Syndrome and rejecting leadership posts. Thus, showing lack of commitment to promoting females to leadership positions and also failing to support and second for those female academics that they know are capable of being role models and leaders in universities.

5.4.2 Commitment towards implementation of gender equality policies in Universities

Creating a picture that a university is gender sensitive is not a guarantee that a university may succeed to implement a gender equality policy or programs that are gender sensitive and enhance female leadership unless, there is commitment and consensus among the university community. When the participants were questioned if their universities were committed to this initiative, mixed feelings emerged from the participants' responses, and these are highlighted below. PVC2 said,

We have different committees in the university and the level of commitment by management might as well be judged by who sits in that committee. So, when you see top management sitting in a committee then it shows the level of seriousness and commitment in ensuring success in that initiative across board. I would say we have been supportive and committed from day one hence, we stand out as one of the few universities with gender equality policy in place for close to a decade.

COD1 defined level of commitment as follows,

Yes, commitment is there. Remember I said there were university wide consultations and this also means the principal officers were involved and their participation was a transparent way of saying yes, the gender policy and the SGCS are vital and let's see if we are going to see any changes towards gender equality issues.

The Director of the Gender School in NU also shared similar views and added that the infrastructure, advice and promotion of gender equality issues was enough commitment. The DGS articulated,

The university is thoroughly committed to promoting gender equality and empowerment of females and they have given us the infrastructure and how we can recruit other staff in various sections to promote this gender agenda and why. We are proud to say through the support of management, some faculties have managed to realize equal representation of both genders, at student and academic level.

Additionally, FD1 from NU observed the inclusion of males in promoting gender initiatives was a way of showing the university's benevolent endeavours of promoting females to leadership positions,

High level of commitment has been witnessed because gender cuts across all issues of development, empowerment, economy and employment. The commitment and support we have shown as a faculty is a sign of leadership which is transformed. You will also realize that the key development factor in Zimbabwe is through farming which is done mostly by women mostly. Therefore, showing commitment of gender equality policy in universities is also a way of saying female academics can also be part of the key development factor in Zimbabwean universities. Whilst trying to empower women we are also including men in this bandwagon to participate in this humane endeavour.

On a much lighter note, the DRHR1 had this to say about commitment levels,

If you have a project that you start today and the next day the management runs around in all directions to help you and within a week the people that you will have requested to work with have been sought and are ready for work, won't you call that total commitment? That is what the management did with the SGCS proposal because they wanted the implementation of policy to work. Remember we work with documents, government and Zimassets where empowerment of females is actually recommended. So we are cognizant of the government policy in promoting gender equality.

On the other hand, the SAR1 aligned level of commitment according to the support they received from the faculty members of staff. This is what he had to say,

I can say our members of staff have been amazing. We have 5 departments in our faculty and the SGCS which is in forefront of gender equality policy and all other members of our faculty were very supportive in this consultative forum as compared to other faculties. This was an indication of the support they have for the success of implementation of SGCS. We are working tirelessly in promoting and endorsing gender equality in our university.

From the above, one gets the impression that the level of commitment to gender equality and female enhancement to top positions is premised on university leadership leading by example in all gender initiatives through good governance as a way of endorsing the gender equality policy in line with the ZNGP of the country. The information gathered from the participants is also aligned with the ZNGP which is founded on the respect of values and principles such as good governance, gender equality and recognition of the equality of all human beings. On the other hand, stemming from the responses of some of the participants, although commitment appears to be there, the researcher could not help but notice that the commitment level in NU was being equated to support offered from faculty members where the gender policy and the SGCS is housed. This may mean that the university still needs to carry out more university wide consultations so that gender issues are not seen as belonging to one faculty.

On the other hand, the WU used the number of years that the policy had been in place in their university as their evidence of commitment to gender equality and female visibility. But then again “a number is nothing but just a number”. It may be concluded that what counts are the tangible results with regard to the representation of females in position of leadership. Linked to the above, commitment to policy implementation is not about just talk only. It is about being fully involved in the whole implementation process especially in a country where patriarchy still rules in and out of learning institutions. These sentiments were raised by some of the participants in FGP1 and FGP2 respectively. The participants explained their views as follows,

Given the fact that Zimbabwe is a patriarchal society, we do have people appreciating committees in place, that alone is clear indication of how committed the university is and that is why you notice that very few universities have gender policies in place.

However one participant from the same group had a different perspective and responded as follows,

Oh yes, commitment from talk and documents is there, but, practically, promotion of gender equality still has a long way to go because visibility of females at the top is lacking. It is difficult to rate commitment because not everything resulting to

housing the gender policy was carried out in this university to promote female leadership.

On the other hand, the FGP1 said commitment is very high but their fear was that the university leadership might give them total ownership of gender equality policy yet, this required involvement of all the university stakeholders. They had this to say:

The gender equality policy has been the most evident policy that has been created within the university and there is no doubt that the management eventually bought into the idea and in recent meetings the university council was present. Evidently, we have significant support but, our fear is that management will in the long run, leave everything to the SGCS as the keepers of the policy. Management has to realize that this is not just about approving the policy but, being fully involved throughout.

It was revealed by some participants that they had no choice but as part of the leaders they had to be supportive as a way of showing they were committed. SAR 2 noted,

The commitment is high though at times you don't know if it's by choice or it's because people have seen that the VC is serious about this issue and has even advised on numerous times that promoting gender equality and female visibility in our university should cascade to all level to ensure that our university has a better gender ratio.

The above statement concurs with what was uttered by FD2,

I would say being the custodians of the policy, we have no choice but to show we are supportive and be extra hands on in everything relating to the gender issues. If you look at the faculty and the GSC, they are always compliant to gender issues.

The PVC1 from NU attested,

The leadership of the university has been supportive and when it comes to employing people because the gender policy is taken from the country ZNGP and we don't want to be found guilty of failing to follow what is a written down rule that there shall be gender equality in all sectors. Our commitment, I would think, is second to none because the enactment of the SGCS is through our own support and participation.

The foregoing statements attest that commitment levels in both universities under study on implementation of gender equality and female leadership is evident. However, some

participants' inferences made it appear as if they were forced to support the gender issues yet deep down they were not advocates of gender equality or even enhancement of female leadership. Although these participants seemed to have a positive disposition towards the support given by their institutions, there is a need for revitalization of a strong buy in by all university stakeholders. This will lead to control, transparency and accountability towards support given to the gender equality policy in place to avoid any compartmentalization of the policies in universities. This implies that WU may need to employ bottom-up approach which integrates formal and informal relationships of various sub-systems involved in the implementation of policy so that at the end of the day the leadership is not accused of excluding its employees in promoting gender issues within their institutions.

5.4.3 Lack of gender knowledge in Universities

The results of the study also indicated that there was lack of gender knowledge. The COD2 placed the blame for slaking on their commitment to implementation of the gender equality policy and promotion of female leadership on top management and was quoted as saying,

I would put the blame on our leadership because when the economy went down and some people in leadership positions went away, while others came in. However, I did not see any deliberate move by university leadership to re-orient or induct the new members, therefore it is that gap that may present a picture of the top leadership and not really appreciating gender parity.

Participants such as FGP1 and FGP2, SAR1 and SAR2 also echoed the above and added that there was resistance and undermining female visibility, use of stereotypical language, and that too much attention was being given to student needs in gender related matters as compared to the academics. This was confirmed by their responses below. FGP1 said,

Gender knowledge is little because there is still too much undermining of women and gossip about how a person got a position or was promoted so you will find that collected data on how gender equality should be achieved does not say anything. More effort is needed on creating a culture that does everything with a gender eye and we need to be more knowledgeable in practical issues.

FGP2 also added,

The challenge is that we have issues of constant recruitment. Some of these lecturers are not gender sensitive because they were not oriented on gender equality issues, and change has been slow because a bit of relaxation on gender issues set in as from 2011 leading to lack knowledge to carry out university duties with a gender eye.

One of the participants in the FGP2 raised a pertinent issue which was not raised by the other participants in both universities and said:

You still get pockets of resistance and at times when you look at the formal forms that we fill in sometimes you will find that the university is still using terms that are stereotypical and then you begin to wonder whether sensitization that has taken place has really worked to those people who continue to use these terms!

However some of the participants from NU and WU argued that the university community was well aware that they had to carry out their duties with gender awareness. Their reasons were based on fact that gender was being mainstreamed through teaching and learning in their universities. PVC2 stated,

I believe our members of staff do have the least of knowledge to carry out their duties knowing that gender equality must be promoted. Besides academics do not want to be accused of gender discrimination so workshops have been held to educate and create awareness that gender issues are part of us in our day to day university life.

PVC1 also commented on his perceptions about gender knowledge within the university and this is what he thought,

Everyone should be able to carry out their duties with a gender perspective in them. The leadership is not at fault here because we have facilitated the SGCS to invite well established gender experts and organizations in different areas of gender to come here and conduct workshops to the university staff.

One of the participants of FGP1 concurred with the PVC and stated,

Judging from the data that were amassed in putting the gender policy in place, gender awareness among our academics is there but of course, more needs to be done in practical terms to add on to the knowledge that they currently have.

SAR2 also added that gender knowledge was there because the idea of coming up with a gender policy was not a one man initiative. Instead, management sat down to strategically plan before selling the whole of implementing a gender policy idea to the rest of the university.

These statements made by the participants highlight that management in WU appears to be silent about the involvement of the lower level employees. It's more of a situation of saying "even though the employees will have their say, it is the management that will have what they want". It may also be assumed that both universities align existence of gender knowledge with the exposure to the gender training and workshops. It may be inferred that universities cannot use gender awareness activities as the only tool to monitor or even evaluate existence of gender knowledge among its employees, forgetting that they may be other underlying grey areas that need to be addressed if females are to be included in decision making processes. These may include putting in place gender responsive practices, re-orientation and induction of members of staff on gender equality matters; use of gender sensitive language in verbal and nonverbal communication and reinforcement of research on gender equality matters.

Meanwhile, the question whether the implemented gender equality policy and the existing organizational culture were the principal factors that could promote female leadership in universities revealed different perspectives from the participants. While some participants made reference to the fact that the gender structures had enhanced a positive outlook towards the fight for inclusion of females in circles of leadership in their university, other participants felt the gender equality policy and a gender sensitive organizational culture gave a sense of belonging to the females and this promoted their chances of career mobility. The PVC opined,

In the long run yes, that is if we continue to take issues of gender equality to higher levels and creating equal opportunities for everyone. If this is added on to the policies that we have and we ensure that they are implemented, monitored and evaluated and all levels are involved then females will also feel safe to take up these positions without feeling intimidated by their male counterparts.

PVC1 further added,

Initially, not many people were bothered about gender issues or the gender policy and not much consideration was given to it. Before, I had not heard people talk about it until the SGCS was established because before that it was silent. If talk was there then it was being done inaudibly.

On the same issue PVC2 responded as follows,

Yes, because of the gender equality policy in place. Moreover, we have other policies in place that support gender equality. Female leadership may increase, but we are yet to see that happening, not only in this university, but everywhere else, because this is a national problem which we are trying to intervene in our own little way to redress gender imbalance. If you have an organizational culture that is supportive of redress then definitely the policy will help to put females on the map through staff development programs and attainment of higher academic qualifications.

When asked the same question, the DGS stated it was possible that gender equality policy and a gender sensitive organisational culture could promote female leadership, as long as transparency is promoted. The DGS1 said,

Without any doubt yes. This is because all the existing policies point of departure is on how gender equality can be promoted and achieved and already the university culture is supportive. So when females beginning to lead it will not come as a surprise. We want to continue putting women and men issues out in the open and educating our members of staff why this is paramount.

DRHR1 pronounced that female leadership could be enhanced through the gender policy and that any gender sensitive organizational culture should be like blood transfusion running through all the veins of the whole university,

Our organizational culture spells success. It is more like blood transfusion that is giving life to issues that have been side-lined for a long time regarding female promotion in universities. Therefore, with the policy in place, this is meant to create some form of acceptance and security especially for women who for a long time have met many hurdles in the workplace. This has led to lack of professionalism breeding of an unfavourable organizational culture.

This is what came from DRHR2 when she responded to the same question,

What we did with the gender policy when it was approved showed that our organizational culture is gender conscious. At one time we changed the appointment procedure and we appointed females only to create that critical mass. If a male had to be employed that had to be accompanied by justification to say the department had failed to identify a female to take that position because during that time the ratio of male to female was 1-3 which was wrong and this did not show a good gender equality picture in our university.

FD1 was of the view that though GEP and positive organizational culture could work as an advantage to female academics but, the problem was the lack of buy-in on policy issues and lack of a pool of talented females to select from,

To a certain extent yes, but you will find that it is not everyone that is interested in these policy issues and the problem lies in having appropriately qualified females. There are some positions that have been held by males for long time and they are likely to continue doing so because females are just not there!

At WU, SAR2 used the example of student leadership as a way to show that the gender equality policy in their university and the existing culture had cascaded to the student level and could promote female leadership. She noted,

Yes, I think this is possible because when you look at the students themselves you will see that for the first time ever we have an SRC female president and the employees appear to be buying into the issue of females leading. But, then this is an idea that needs to be ongoing and continuously sold throughout the whole university community. The momentum of gender issues must not be lost and this boils down to the way that our leaders embrace and create an organizational culture which the employees will either adopt or reject.

Some of the participants in FGP2 supported the foregoing views and stated that their university was a trendsetter because it embraced and continued to show support to issues of gender equality. The participants in FGP2 posited that,

First of all, there are very few universities that appreciate and are concerned with the issues of gender equality. Our organizational culture shows that we are a pacesetter university as far as gender issues are concerned. We have even written a book as a department and we use it as a medium of instruction and we are now working on a second book where we are addressing critical issues like

patriarchy, culture, religion, so, we are taking and looking at issues in which gender equality is rooted in universities and suggesting a way forward.

A key finding from the above sentiments was that the majority of the participants from both universities under study were convinced that the gender equality policy in their university and the existing organizational culture could enhance the ascendancy of females to leadership positions. As such, universities should strive to continuously sell the ideal of the importance of gender equality to all university stakeholders as well as making efforts of identifying those females who are capable of leading and training them to positions of leadership. It may be concluded, as one of the participants metaphorically stated, that the gender equality policy and an organizational culture that is gender sensitive can be likened to blood transfusion that should run throughout the veins of the universities so that female leadership can be enhanced. It should also be noted that some of the participants' responses indicate some pockets of good practices in terms of promoting gender equality through the existing organizational culture to enhance female leadership. This is evident in cases where there are SDPs that are put in place to help staff members attain their PhD and Masters degrees and this is open to both genders, though females were given first preference. Another pocket of good practice that has been raised in this section is the initiative taken by WU to recruit female academics only as a way of increasing their critical mass thereby enhancing their chances of competing on an equal footing with the males. Publication of books on gender by the GSC is also an indication of good practice in existence at WU as these publications can be used as source of information and medium of instruction by the university.

While there has been progress in enhancing gender equality in universities through the implemented gender policies and also engaging males as equal allies in the change process, the incongruity amid policy and practice remains extensive. Thus, some of the participants stated that there was no way the gender equality policy and organizational culture could promote female leadership in universities. Below are the responses that emerged from the participants. COD2 stated,

To a certain extent no, because lack of gender committee in place has truly affected and influenced having in place an organisation culture that supports the

visibility of females in decision making processes. This committee was meant to work alongside with the gender policy.

COD1 further stressed that attention must not be given to the university set-up alone but externally as well,

The university has to realize that this is a long process, because when you talk about leadership you go into retrospect and say, what has been the trend in the society to bring out leadership skills specifically for females? What kind of subject areas have been covered? What is the level of support that has been given to female academic so that they are highly competitive at all levels. Therefore, female visibility is not only influenced by existing policies in place and organizational culture but by the beliefs within the society that surrounds us, so promotion of community engagement is critical.

FD2 made important comments worth noting and stated that while using gender equality policy and gender sensitive organizational cultures, it was critical that these leadership positions be given to deserving candidates,

If we are not careful in implementing this gender equality we might end up putting women at a disadvantage unknowingly when recruiting them. We have to make sure that we are not pushing people to certain positions even if they don't deserve them or qualify simply because we want gender equality, because if one is promoted to leadership, speculation is always high on how it happened.

Looking closely at the participants responses, the researcher believes that enhancement of female leadership is largely dependent on the female qualifications and challenging internal and external factors that mitigate against inclusion of female into decision making processes. Meanwhile, the FGP1 and FGP2 participants also supported the foregoing views. FGP1 had this to say,

There is still too much undermining of women and how they are promoted, we need to address the problems within the society where roles of females have not changed. Females cannot even teach parallel classes and some once they get married they resign, these are some of the situations that make a person less competent and weaken their chances of elevation because of a career path that gets disturbed all the time.

One of the FGP1 participants also stated that,

Despite the policies in place we have on record 2 female professors if not one which is a huge challenge and female doctors we have 2 or 3 and they contribute to 2/3 %. At the very top, we have only one female. So that should give everyone a clear picture of the current situation, these dynamics are created at societal level right from infancy. That is where the challenges start from.

However, when asked the same question, FGP2 brought in a totally different view and stated that,

It is hard to follow issues of gender equality policy in relational with our organizational culture because you will find that there is a tug of war with other policies that we already have which I do believe do cover to an extent gender issues and so a standalone gender equality policy is seen as a disturbance. If male leadership continues, then the gender equality policy will also continue to have a male voice in them and in the process those unique needs of the females that can make them fit in are likely to be left out.

The participants in FGP2 further added that,

Females are expected to rule as men and they are given these positions as a way of proving that they can't perform yet, the university does not take time to educate them on leadership positions. Unfortunately, the existing organizational culture does not help because females are exposed to dirty games and tricks of how to stay at the top yet they do not have the dirty skills to play the game. Due to too much pressure females tend to withdraw or refuse these leadership seats citing them as too hot and thorny.

The responses presented above portray that while universities may be struggling to enhance female leadership blame should not be directed at the universities alone. There is also a need to address societal problems that females continue to encounter outside the university context. The highlighted responses are indicative that universities need to promote community engagement because there continues to be internal and external challenges that impede the implementation of gender equality policy and a gender sensitive organizational culture being used as a strategy that can promote females in positions of leadership in universities.

Universities are learning institutions of free thought and human advancement. But, the opposite is true in terms of female leadership. As such, promotion of gender equality and organizational cultures that embrace inclusivity and different gender roles that are portrayed by both genders is important. Given the above, the participants were asked how gender equality could be used in universities to promote female leadership in conjunction with the organisational culture that resides in their institutions. The answers given were indicative that preference was given to females especially in recruitment processes while at the same time maintaining the standards so that both genders had the chance to showcase their capabilities. Participants also retorted that females were taken to leadership courses as part of mentoring processes into top leadership positions. PVC1 alluded as follows,

Well, we realized that with the gender equality policy in place, we have to be careful about appointment issues and when two people contest for a post and both of them are appointable and the other is female who has scored little less, the lady will be appointed. But, the truth of the matter is that there are more cases where the female academics have declined the offer to lead saying it is strenuous.

PVC2 sentiments were not far-fetched from his counterpart and said the following,

Well, universities are run on merit and so meritocracy principle will apply but in its application where there are two candidates who equally qualify and one is female, the opportunity should go to the female candidate. This is a realization that unless we do that, inequalities that exist will be there for a long time. Even the PhD holders, there are more males than females despite the fact that we are developing both genders in this university to get their PhDs so that policy will tap on the best breed and brand of academics from both genders. If we can see that the pool females is growing we should be able to share responsibility and at the same time maintaining standards and quality.

The DRHR1 acknowledged,

Well, we try by all means to convey gender sensitive messages so that females can also feel free to showcase their potential and skills. Even in disciplinary hearings we promote gender awareness so that neither gender feel they are not being recognized.

One of the participants from FGP2 highlighted that it was also important that the university became transparent on how the critical mass of females would be attained and this had to be in line with the national population. The participant explained,

Commitment to gender equality is there but what is needed now is to put in place a system that shows that among principal officers there should be a certain percentage that constitutes females. If we look at the population in our country, statistics shows that currently 56% are females and 44% males so I strongly believe this should also be reflective of universities leadership positions.

In support of the participants in FGP2, the DRHR2 stated that,

We have tried to come up with programs to elevate women as a way of supporting them by putting in place a program called Female Leadership and Management Excellence (FLAME) where we try every year to send a minimum of 10 females to leadership courses so that they can be groomed. We want females to be leaders and to remove that mentality that leadership is meant for males.

In responding to the same question, COD1 and COD2 were in support of the foregoing views. However, COD2 added that while there were noticeable changes in an attempt to promote gender equality, this had to be cemented with set targets that were initially agreed on when the gender equality policy was enacted. The COD2 said,

There have also been changes in appointment and over the years we have seen some females getting into these positions. This was not there in the past, But without a very committed policy which says by this date we should have such a number of women in leadership positions or evident SDP to help them in those positions can prove to be a problem

The COD1 concurred with the above and stated,

Gender equality can only be understood in an organization if the leadership are aware of what it truly means and this can assist the university to grow and be gender sensitive, so we need collaboration from top to bottom and bottom up whereby everyone should know and be reminded that they have a role to play in promoting gender equality and supporting those females that are in leadership positions.

On a lighter note, one of the participants from FGP1, brought in a totally contradictory perspectives from all the foregoing views by postulating that,

Well, there was a crazy suggestion that one way of promoting female leadership is for females to have less publications for promotion and tenure as compared to males. As far as affirmative action is concerned this makes sense. But, in academia that is the strangest way to put it because you can't consider cutting down number of publications so that a person can be promoted. That would be quite unpropitious for the future of universities.

The participants' responses show that while gender equality is promoted through programs for recruitment processes, attainment of higher academic qualifications there should also be set targets in universities which are transparent on how gender equality and critical mass of females in top positions will be achieved. From the participants' responses, there has been mention of pockets of good practices in effecting gender equality and female leadership. It has been pointed out that there is a leadership course meant for females to be mentored them on leadership skills and SDP to attain higher degrees. It may be inferred this gives the females the opportunity to encourage each other during these leadership programs that they are capable of leading and that they should not under-estimate their capabilities.

On the other hand it was mentioned by some participants that while promoting gender equality, universities should not under-estimate the issues of maintaining quality. FGP2 stated that,

While promoting gender quality in our university, there is need for a gender balanced quality control team which will comprise of individuals who are thoroughly knowledgeable on gender issues whose duty will be to screen for capable females. We cannot just put females into leadership positions, we would be doing a disservice to them and the university as a whole. Where there is accountability and transparency quality is maintained.

One of the participants in FGP1 was of the view that,

Issues concerning gender equality as female issues have to stop. That way we can have an organizational culture that supports female leadership without thinking females are being done a favour at the expense of practicing excellence.

According to FD1, encouraging gender equality and maintaining university standards was imperative. The participants noted,

I believe through promotions and recruitment we do promote gender equality and female enhancement. We have taken more of a pragmatic stance in promoting gender issues while ensuring top posts are given to those who deserve them be it male or female. We also try to promote positive workplace relations and motivate staff through our university newsletter which is gender sensitive and captures the promotion and achievements by members of staff and the day to day running of the university.

In summary, it can be deduced from the above assertions that merit should be applied because quality should not be compromised as the expense of quantity. In addition, the researcher also found out through document analysis using the strategic and business plan of WU that indeed, their mission and vision statement incorporated gender equality as one of the participants had attested to, which read that the university is committed to gender equality and equity in student admissions and staff recruitment policies. The publication of the newsletters by NU is a sign of good practice and how the university tries to motivate its employees by capturing the university's achievement through its employees and students. The researcher had the opportunity to see the newsletter in which copies are made and put up at all notice boards through the whole university to keep the university community informed.

5.4.4 Educating the University leadership and employees on gender equality issues

The participants were requested to shed light about the steps that their respective universities had taken to educate them on the importance of gender equality policy and enhancement of females into leadership positions. Though all participants were in agreement that there had been gender awareness workshops and seminars, what was different from both universities was the level of education provided by their universities. Therefore, it emerged from the other participants that the awareness measures taken were inadequate and universities needed to do more to educate their employees. Below are their responses.

DGS1 brought the conversation to a higher level when she made mention of one of the issues that usually gets minimum attention in universities. The participant highlighted that while supporting gender equality, universities had to be mindful and educate their employees on sexual harassment because it aligned with issues of gender equality and female experiences to top positions. The DGS explained,

We have committed ourselves to hold workshops and sensitize people on the issues of gender and we have taken the lead in coming up and inviting different stakeholders, especially females, to provide some empowerment programs including sexual harassment and what it is. We are actually working on a sexual harassment policy so that while females get the chance of climbing the ladder through promotion of gender policies, they may do so in a free and safe environment and are not harassed in the process.

In support of the above, the DRHR1 also stated,

Yes, there have been workshops that have been held and even seminars. I believe they will act in a positive way why implementation of gender equality policy is important and why qualifying females should be included in the decision making processes.

The PVC1 had this to say,

Yes, through the SGCS and its employees whom we regard as our gender experts, lots of efforts have been made to educate everyone by inviting local, national, regional and international speakers to sensitize and educate us on gender equality and how females should not be left out in the equation

The COD1 corroborated:

We have held a number of workshops and public lectures, it was for the whole university community. So, this is part of the enlightenment campaign that we are having as a university and we do have modules that are gender specific and meant to provide a critical analysis of why the culture and promotion of female leadership continue to be worlds apart.

The FGP1 were also in agreement that their university had made efforts to educate them but they put the blame on female academics who appeared to have limited interest in positions of power.

In addition, SAR1 felt that the university and the gender school were great team partners in educating them about gender issues:

We have held public lectures for the benefit of both the university and the community. We were taught how to tackle issues of sexual harassment, gender based violence, at institutional level and in our surrounding communities, so in terms of awareness the SGCS in partnership with the university are really trying, though there is still a lot that we can learn from them on how to handle cultural issues in relation to gender equality and female leadership in universities.

Only one participant in FGP 2 WU felt the awareness measures taken by the university were enough and had this to say:

We have a gender day which is normally held in October every year. It is about awareness and gender sensitization to our students, members of staff and stakeholders and we invite people from PADHARE, MSASA and other gender related activists. We have also had workshops with the management and with lecturers sensitizing them.

However, the rest of the participants from the WU felt the workshop and seminars that had been conducted were not enough to enhance the criticality of gender equality in their universities and their views are presented below. FD2's response was that,

We have not gone a step further to constantly and continuously remind and sensitize the university community on promoting gender equality and female leadership in universities

SAR2 simply said: *there have been workshops but these have been sparsely conducted.*

The COD2 concurred with the above views and said,

We have made some efforts and the first one was to invite the community and we had drama, roadshows and workshops in our multipurpose hall, and we also called in gender experts to come and address the students so that they know the importance of gender. So for the students, that has been very helpful because we are guaranteed as they go out there after graduation they will be well equipped to carry out their work with gender sensitivity. But, for the staff it is tricky because not much has been done.

The DRHR2 in the same line of thought expressed her feelings as follows: *We have not done much to educate the university community. But since the policy was approved, this is an area that we can actually improve on.*

PVC2 mentioned,

Well, in council meetings it was talked about, in senate it is talked about. There is no real course or seminar offered to teach people in key committees but we talk about it. Quality assurance is one of the key variables that we look at to measure success, but there are very few females coming through.

FGP2 was also in support of the above sentiments and alluded to the fact that,

Efforts had been taken to educate the university community but the numbers are disproportional. Workshops were done to educate top management with the understanding that this would cascade down to the lecturers. We are yet to witness that.

One of the participants in FGP2 spoke passionately and stated,

In 2006 and 2007 when we had just put the gender policy in place, the university tried its best to educate the university community but due to brain drain, people come and go. Gender day is there, but one day workshops which have to do with gender matters do not work at all. Awareness measures should be taken like the Word of God. Do pastors do it as a one day process for people to repent? No, they preach many times using different scriptures and ways for people to repent. That is what we need for gender equality and female empowerment to take place.

Evidence from the data collected shows that gender awareness programs to promote female leadership and gender equality in universities is offered in a variety of ways. It emerged from the participants that these awareness activities are offered through workshops, public seminars, commemorating gender day, sensitization in top management committees, community involvement and also invitation of NGOs, regional and international gender experts to educate the universities in question. It may be implied that such initiatives may be viewed as pockets of good practices that both universities are implementing as a way of driving issues of gender to higher levels. Moreover, it may be concluded that the inclusion of the outside community shows that the universities are promoting community engagement. However, the major drawback at WU was limited gender awareness programs. For that reason, it may be concluded that more needs to be done to promote gender equality issues. As one of the participants said, it is not about having one day gender awareness programs but continuous sensitization programs which must be preached everyday just like the Word of God for people to transform.

It is evident from this section that the enhancement of female leadership into positions of leadership cannot be dealt with entirely through legislative and equal opportunity policies there is also need for transformational leadership. Research studies highlight that organizational culture on its own might not efficiently and sufficiently address the problem on the ground because the masculinity culture continues to be hegemonic leading to females being continuously marginalized as highlighted by the participants in this study. Therefore, to address the complexities and the subtleties of organizational culture in universities, more strategies such as gender mainstreaming are needed. This will assist in promoting institutional sustainability that promotes female leadership and implementation of gender equality.

5.5 GENDER MAINSTREAMING AND ENHANCEMENT OF FEMALE LEADERSHIP IN UNIVERSITIES

5.5.1 Understanding the notion of Gender Mainstreaming.

Research indicates that there are other more nuanced strategies that need to be injected to change male domination in positions of leadership in universities and gender mainstreaming is one strategy for ensuring that gender equality in positions of leadership is realized. It is a wing operating towards the development of community and growing commitment to female empowerment so that males and females can benefit equally. The researcher believed it was ideal if the participants could define the concept of gender mainstreaming before a comprehensive discussion on how it can be used to enhance female leadership in universities. The majority of the participants had similar views and stated that gender mainstreaming means permeating all university activities and programs with a gender perspective so as to promote gender equality between males and females. Due to the uniformity of the participants' answers, only a few responses will be exemplified below.

PVC1 said,

We are looking at how to promote gender perspectives in all activities, programs, project and policies in place in our institution so that gender equality can be promoted.

DRHR2 had this to say;

It is about integrating a gender perspective in all the activities that we embark on as an institution so to promote gender equality at all levels.

On the same issue SAR2 responded as follows,

Gender mainstreaming looks at how a university develops its activities and strategies to promote gender equality by making sure that they are injected within the university organizational culture and the existing policies.

FD1 further explained,

Gender mainstreaming is all about involving gender aspects in all university programs and events without any judgment that you are male or female.

COD2 further elaborated,

We are saying in our society we have had the public sphere being dominated by men and we want to have as many women as possible in the public sphere. Gender policy is also a way of gender mainstreaming because we have to start with numbers before looking at other factors.

FGP2 also showed an understanding of gender mainstreaming and stated,

Sometimes there is a need to take a radical stance to achieve results in gender matters and gender mainstreaming is one radical stance that has to be taken because it is one way of promoting gender equality by taking concerns of male and female into consideration and experiences so that there can be parity in universities.

One participants from FGP2 added that there are two ways of gender mainstreaming,

Gender mainstreaming is in two ways. It can be an add on or it can be infused into the activities of the universities. It is also a goal which looks at how an institution can infuse gender ideals in their programs and activities so that there can be gender equality.

The DGS1 further added,

When we are talking about gender mainstreaming, we have to look at it in two perspectives. There is the school of thought which talks about add on and at times you add on and you fail to transform the existing system and strategies and then

the school of thought which says that we should transform universities by including women. So, with our university, we aim to transform the system and structures, because if you add on to a structure which has been male dominated the added few won't be able to make significant changes.

The data gathered revealed that the participants were able to define gender mainstreaming in their own terms; that it is one potent means that can be used to increase the much needed capacity of both genders in universities, sustaining gender equality and at the same promoting female leadership universities.

5.5.2 Gender Mainstreaming as a cross cutting issue in promoting gender equality and female leadership in Universities

Literature highlights that gender mainstreaming involves the full participation of females and males in all aspects of life and addresses access issues to increase the participation of females in sectors where they are weakly represented. As such, the participants were asked how gender mainstreaming was implemented so that female leadership can be enhanced. The participants' responses revealed that gender mainstreaming is implemented in various ways which range from teaching and learning, research, community engagement, strategic planning, in-house policies, meetings and recruitment and promotions. This is what PVC1 said.

It is implemented at all levels, from the university leadership right to the employees so that at the end of the day everyone is aware of how to include a gender perspective within the curriculum, research, teaching and community engagement.

PVC2 added that the university had gone a step further by addressing issues at ECD level while gender mainstreaming by saying,

We try as much as possible to say meetings, research, community engagement must comprise of a gender eye. It is also through different gender training that we address issues dating back to Early Childhood Development (ECD) levels. When we raise topics like that we are beginning to mainstream so that this is not addressed at university level only but, at ECD levels and society as well, so as to create a better impact on putting females at the top and in decision making processes.

In their response to the same question DRHR1 and DRHR2 concurred with the above. For instance DRHR2 stated,

Because one of the major drives of our university is gender equality, we have taken it upon ourselves to ensure that all the activities that concern our employees and students have a gender perspective and this includes all our in-house policies with the aim of emancipating not only females but males as well.

The Director of the SGCS was also asked the same question and her response was,

There is use of different forms of media, university newsletter and community engagement as a way of celebrating our achievement of gender mainstreaming. It is also through research because this covers a lot of ground within and outside our institution. This is used as a way of integrating and enhancing inclusiveness of gender issues that affect both genders in the workplace at all levels.

FGP1 and FGP2 concurred with foregoing views but also added that care must be taken because not everyone would know how to infuse gender mainstreaming in all the activities and programs of the university. FGP2 explained as follows,

It is through our teaching, research and community engagement. It is a practical idea so there is also need to inject practical ideals when implementing it. But, you will find that this is not what happens because it is not everyone who will know how to inject gender issues in teaching and learning.

The FD1 and SAR2 when asked how gender mainstreaming is implemented gave similar answers. SAR2 expounded,

By addressing the structural inequalities it shows full reflection and mind-set of the university leadership towards gender equality in line with the goals and objectives of the gender equality policy.

FD1 said,

We have made sure that we use gender sensitive language in all the programs and activities in the university, and we also take into account the gender roles, characteristics of our male and female staff. We have also identified how power dynamics is communicated in everyday practices within the university and even in decision making processes.

The responses from both COD1, COD2 and SAR1 in universities under study were diverse from the other participants. These participants stated that though efforts were being made, it was hard for them to point out that gender mainstreaming was really being carried out because no monitoring and evaluation was being done. COD1 lamented,

Things are quite fragmented at the moment so we mainstream as and when the need arises. The university culture which supports gender equality and the GSCS are being used as medium for promoting gender mainstreaming. But we still need to come up with activities through gender mainstreaming that have to do away with fear and consternation when we talk about females in rewarding positions.

COD2 revealed,

I would not say that I am satisfied with what is happening though we try through meetings, research and teaching to gender mainstream. We have to realize that mainstreaming is a process, and more should be done. We need to make sure that other policies in place that talks to the issues of gender equality in detail because you want to harmonize the policies so that at the end of the day they are talking to each other. When you mainstream you also want to be checking if there are any changes. This is because mainstreaming has aspects of monitoring and evaluation which sadly is conspicuously absent in this university.

The above comments draw attention to the fact that implementation of gender mainstreaming is carried out in both universities using a variety of ways as a means of closing the gender gap in leadership positions. It emerged from both universities that

gender mainstreaming is mostly done through the 3 pillars of the university namely, research, teaching and community engagement. Further information gathered from the participants reflects that both universities had multiple roles to play in promoting female leadership such as infusion of ECD aspects from grassroots levels and adopting a transformative gender approach in gender mainstreaming.

The participants' responses also indicated that gender mainstreaming was implemented by looking at the current hierarchical structures so as to create leadership spaces for female and promoting equal representation of both genders in top positions. It has also been mentioned that there was adoption of gender sensitive language, media coverage such as university new letters and how power dynamics is infused within the organisational of the universities vis a vis inclusion of females in rewarding positions. The above responses from the participants are an indication that there are pockets of good practices in both universities in terms of adopting gender mainstreaming as a strategy for implementing gender equality policy and enhancement of female leadership. It also emerged from the participants that gender mainstreaming was being done haphazardly pointing to the fact that there is need to have in place systematic efforts and a positive shift in an organizational culture that promotes female leadership in implementing gender mainstreaming.

5.5.3 Framework for implementing gender mainstreaming in universities

The study also sought to find out from the participants if there was a framework which the universities under study used for implementing gender mainstreaming. Nearly all the participants stated that there was no framework for gender mainstreaming, instead, the gender equality policy was being used as a substitute guideline. This is shown by the following responses from the participants.

SAR 1 said: *I am not sure but I think the gender equality policy and the strategic planning will be used to guide us.*

DRHR2 also added: *The gender equality policy is our guideline on how we will carry out gender mainstreaming.*

In support of the above, PVC2 added: *Our guideline is the gender equality policy of our university and the gender department is our most trusted ally in issues of gender matters.*

The DGS took time to elaborate why the gender policy was used as their guideline in all gender related in place of a framework. This is what she said,

The first thing which is important is for the university to show its commitment through a blueprint which is the gender equality policy which sets out the objectives and targets of what should be achieved and by when. Therefore, for us to say we are progressing we need to have all these ideas captured, that is why we thought it as important to come up with a gender policy so that it could guide us from point A to point B in all gender initiatives.

FD2 articulated that: *At the moment, we do not have a framework for that. Instead, what we do is that we drive all gender issues from the gender policy.*

FGP2 simply posited: *The policy must guide us and other related policies in place.*

However, FGP1 had different sentiments. The participants highlighted their lack of knowledge on the existence of framework for gender mainstreaming, they said,

If it is there, we don't know about it because even if we gender mainstream through teaching and research you will find that these are things that are not written down so you may find that it may apply differently in faculties or it is not done at all.

Meanwhile, COD1's responses suggested that as long as there is privation of sensitivity in gender mainstreaming through an explicit framework, then the future of females in decision making processes would take a long time to be realized.

I am not sure of any framework but what we need is to be tactful when we are gender mainstreaming, because where tact lacks, of which it does in number of employees, then this will affect us negatively in the future as we continue striving to include female in positions of leadership.

In summary, it is clear that in both universities, there is no framework used for gender mainstreaming. Lack of a framework implies adverse repercussions in trying to enhance female leadership, because a framework is meant to show universities where, when and how gender mainstreaming should be implemented and what should be gender mainstreamed. In addition, lack of a gender mainstreaming framework is an indication

that this strategy is not being used in an effective and efficient manner. It is evident that both universities rely on their gender equality policy only promote female leadership. Therefore, the presented data indicates that the university structures, culture and visions of both these institutions have to be challenged to put gender mainstreaming framework in place. This will avoid this strategy being implemented randomly to avoid perpetuation of inequality in decision making processes.

5.5.4 Roles and responsibilities of management and academics in gender mainstreaming in Universities

The most effective way to pursue gender mainstreaming in universities is to ensure that everyone in the university knows who is responsible for gender mainstreaming at university and departmental levels so as to promote explicit policy commitment to gender equality. The participants were requested to state who is responsible for gender mainstreaming at their university. The responses given by the participants indicate that the whole university community is responsible for gender mainstreaming. This is evident in the participants' responses that follow. PVC1 said,

I am the PVC for academic and research affairs which is the core business of the university and community engagement. We have a few programs in Mberengwa, Chivi and Lower Gweru and we are beginning to set up some in Buhera. These involve men and women and we want them to participate and be part of the decision making. In that process we also bring in values of gender equality. So this office does gender mainstreaming through research because we engage with that a lot.

PVC1 was of the view that whether an individual was a gender expert or not, everyone had a duty to implement gender mainstreaming especially at the lower levels,

Gender mainstreaming is not for university leaders alone, it is also for staff members because they are the ones who are exposed to first hand gender issues and being the majority they are the ones who play a huge role in implementing gender mainstreaming be it they are gender technocrats or not.

DRHR2 views were similar to that of PVC1 when she stated that,

This is a requirement for all in the university because we cannot have the subordinates practicing gender mainstreaming yet, as management we are silent

about it. It is our policy that we must gender mainstream and policy must be followed.

SAR2's views were also in line with the above participants' and stated that such a move would show university commitment,

The academics and the management are responsible so that the efforts made through gender mainstreaming show a strong political will to promote parity as this will increase the equal participation of females in decision making processes. Everything has to be seen as normal between both genders in gaining power and resources in institutions.

The responses from PVCs SAR2 and DRHR2 also indicated that it is everyone's responsibility to gender mainstream. The, DGS1, FD1 and FD2 also added that despite different job descriptions and positions, it was mandatory that everyone gender mainstreamed so that gender equality could be promoted at all levels.

DGS1 said,

This is a duty that involves everyone, be it you are director or head of department or just an ordinary employee. We are also expected to be think tanks with regard to how gender mainstreaming should be carried out. We advise, we sit in some committees, we promote and engage with stakeholders at different levels. This will help us to be in line with the current gender equality issues and developments.

FD1 stated,

Our role and responsibilities may differ because of our positions but, gender mainstreaming has to be done by everybody and this has been made clear that this is part of our goals and objectives in our gender policy. We also use gender mainstreaming as a form of networking and full participation of females in all aspects of the running of the university.

FD2 had this to say,

It is also our duty as the faculty office and as the dean to see to it that we adopt those best practices that address key areas and intervention strategies especially in female disparities in decision making processes. To achieve this, there is a need for reflection by management of gender issues.

The academics (FGP1 and FGP2) were also asked the same question and they gave varied responses. FGP1 was of the view that,

This is everyone's responsibility from the management to the employees. For instance, at faculty level, all lecturers, SAR, Dean and the secretaries know the importance because they are all exposed to the gender modules and material we use to teach and in meetings where a gender perspective is included. But my fear is that those who are under the SGCS might be the ones who are practicing gender mainstreaming as compared to the whole university community.

The importance of collaboration in gender mainstreaming was also raised by DRHR1 and SAR1. The DRHR1 revealed that,

Collaboration in this is very critical. We are gender mainstreaming so that at the end of the day there is no such thing as this is for males or this is for females. This needs a strong management team that supports gender equality at all levels so that subordinates buy into the issue of gender mainstreaming. Our office also ensures that all our documentation is gender sensitive and being a female leader, I also act as a role model.

SAR1 echoed the above and also added,

Though this calls for everyone to be involved but, I think there has been lack of collaboration such that gender mainstreaming is comprehensive and is done throughout the whole university. The SGCS should lead by example on how we should gender mainstreaming because it has more practical aspects in it.

From the data given above, it appears that most of the participants were in agreement that gender mainstreaming involves collaboration of the whole university community and is the responsibility of both leadership and its employees regardless of being a gender expert or not if gender mainstreaming is to be seen as effective in enhancing female leadership. In addition, emphasis made by the participants that gender mainstreaming is about team work aligns with theoretical frameworks adopted in this study. For instance the top-down theory is premised on the fact that policy makers have to be explicit in what is expected to be done by the implementers to gender mainstream so that there is uniformity in procedures and responsibilities to be followed. Whereas, the bottom-up theory supports that policy outcomes, goals and objective should not be left entirely in the hands of the management but local actors should be involved also. Therefore, use of both theories gives the policy makers and the implementers the opportunity to interact regularly. Furthermore, the information gathered from the participants reflects that the

university leadership and its employees are vested with numerous roles that they have to play so that gender mainstreaming is promoted. These ranged from offering advice and attending gender awareness programs to show support; ensuring gender mainstreaming issue are in line with current local, regional and international gender equality developments.

In addition, the data that emerged from the participants that highlighted that gender mainstreaming should not be marginalized. It also emerged from the collected data that the local actors that the support mechanisms especially in human and monetary terms were minimal and this could have negative effect on promoting gender initiatives and female leadership in both universities through gender mainstreaming. The participant's views were is commensurate with the feminist critical policy analysis theory also utilized in this study. This theory is premised on the fact that issues that have to do with lack of female empowerment and gender equality should be addressed through gender mainstreaming. This is because it is a strategy that encompasses issues of both genders so that the existing discriminatory relations can be ameliorated while at the same time promoting good practices aimed at enhancing female leadership in universities.

In addition, the participants were asked to identify factors that universities needed to take into consideration when they are gender mainstreaming so as to create of an enabling environment that explores issues of gender equality and how female leadership can be improved. The participants responded by raising quite a number of ideas which they thought could be looked into when gender mainstreaming. This is reflected in their responses given below.

The DGS1 enunciated that it was important to check for progress and identity which methodology would be used in mainstreaming gender,

We look at how we are going to evaluate that gender mainstreaming is making a difference and which approach is to be adopted by the university. We also look at the barriers that hinder female leadership so that when implementing gender mainstreaming these specific areas are addressed.

PVC1 modestly said,

We look at how we gender mainstream, who is responsible and how do we check for changes be it good or bad.

PVC2 added,

We look at who is our target? We look at the resources both human and financial There is also identification of what we want to be included in implementing gender mainstreaming and how it will carried out and the assumed outcomes after a certain period of time.

Responding to the same question, COD1 and FD2 were in agreement with PVC2. Both these participants highlighted that there was need to identify target audience and enough human and financial resources to carry out the whole process. Meanwhile, responses from DRHR1; DRHR2; SAR1 and SAR2 showed different views contrary to the other participants. These participants highlighted that the organizational policies in place, organization culture and the structures of the university had to be taken into account when gender mainstreaming so that female leadership could be promoted. They elaborated as follows, DRHR1 stated,

We look at the university culture because gender mainstreaming also affects the beliefs, race, culture and diversity of employees in any organisation. We also look at our vision, mission, goals, and what does our strategic plan say in relation to gender main streaming issues and female leadership so that gender expertise is injected successfully.

SAR2 explained,

There is also a need to take into consideration to have gender experts who will continuously advocate for capacity building on how issues of gender can be incorporated and this of course requires training.

The FGP1 and FGP2 were also asked about what factors they felt needed to be taken into consideration for gender mainstreaming to be effective. FGP1's response was,

Universities need to ask themselves if their employees really know what is gender mainstreaming because if people don't know what it means, then how is this strategy going to be implemented effectively so that there is gender equality in all levels.

FGP2 alluded that the existing culture and structure of the universities need to be challenged if they are to play a pivotal role in gender mainstreaming. The participants gave the reasons why,

We have to look at the structure, culture of the university, currently these are male dominated so how can the university plan on how to address the concerns of both genders while the other gender is not fully represented? Yet, we claim to be a gender sensitive institution! You can't tell me that there are no females to take up positions even after capacity building and gender experts at hand to advise. So far little has been done exclusively in relation to females predicaments. The policy seems to be gathering dust in the shelves yet it is meant to help in the implementation of all gender programs including gender mainstreaming. There should be deliberate efforts to make the gender terrain more conducive for females so that they can feel more confident to take up certain positions and leadership roles.

It is evident from the data gathered from the participants that both universities have to redress their structural composition. This would make it easier to identify their target audience and barriers to female leadership positions within their organizational culture in line with their vision and mission of their institutions. It also emerged from the participants that partnership between management and employees is fundamental and this had to back up with adequate resources and gender expertise. It is assumed, this would assist the university in deciding which approach to adopt when gender mainstreaming in relation to the institutional policies in place so as to promote critical mass of females in decision making processes. This, will ensure that this strategy is not viewed as a politically correct term to use to address female disparities in decision making yet, nothing is taking place on the ground. The responses also reflect that both universities should ensure all the stakeholders know how gender mainstream to avoid being accused of both calculatingly or unintentionally upsetting the prominence of females into positions of leadership in universities.

Change of attitude towards gender mainstreaming to promote female leadership in universities

The participants were asked to shed light on whether there had been any attitudinal changes that their university had experienced since the implementation of gender mainstreaming. The participants highlighted that there had been positive changes. However, it was not all the participants that felt that positive inroads had been made. The remarks made below embody the participants' views from both universities. PVC1 said,

I think our knowledge has been built up and we have learnt so much about the importance of gender policies. People now talk freely and discuss about it. Now through our gender experts, we want people to understand that gender mainstreaming. Is not about focusing on women but it's on giving equal women and men are given.

PVC2 said,

I think the commitment is better now, I believe the standpoint we took on not being aggressive of gender matters made it easy for both genders in the long run to realize that we are still pressing towards the developmental goal that will better all.

DGS1 explained that,

Before it was silent and gender issues were seen as female issues but now we have both males and females participating in gender presentations which shows a positive shift.

FD1 alluded to the fact that despite initial resistance, positive changes had been noticed,

Through the public lecturers and the seminar we are realizing our initiatives are beginning to bear fruits. The recent senate report on gender equality in the university, there are indications that females are slowly but surely going to end up walking in the same line with their male colleagues.

On the other hand FD2 voiced out that a realization of attitudinal changes in their university was due to too much publication that was given of gender mainstreaming,

When we started implementing and sensitizing the university community about gender equality, some people did not take us seriously and did not attend the workshops we facilitated and all of sudden people started to appreciate the whole concept. My suspicion was because maybe gender mainstreaming became an overnight household name and "in thing" in universities, organizations and different

institutions globally. Since, academics do not want to be left behind and always want to be at par with current development, this has worked to our advantage because support is better now, but whether people do really support gender mainstreaming from the bottom of their hearts, that I don't know.

DRHR2 highlighted that the statistics of males as compared to females in their university was evidence that people were beginning to appreciate the presence of females in decision making processes. The DRHR2 said,

Yes we have, because our ratios have actually increased to 32% females and 68% males. Initially, before the enactment of gender policy, it was 10% females. Attitude in terms of equal opportunities and empowerment has changed, now we see a mixture of both gender in meeting of management but, we still need more PhD and professors as females.

In response to the same question, COD1 explained that,

the appreciation and approval of having the gender policy was not smooth, the funding of seminars was difficult and even educating people on why we had to gender mainstreaming and promote female visibility was not easy, but now we are seeing changes. Unlike before, if a lady's name was brought forward for promotion, people were quick say the nominee does not qualify we need someone with a specific skill. In other words, people were looking at gender not the capacity of a person.

COD2 elaborated further on the same issue,

Initially, there was so much resistance but there seems to be change. Maybe it is due to the fact that every member of staff doing a PGDE must also do gender module for them to be tenured or be able to graduate.

The researcher noted during the course of the discussion DRHR1, SAR1, SAR2 FGP1 and FGP2 both from NU and WU did not agree that change had been realized since the implementation of GM. DRHR1 stated,

I can't say really because change of mind set is still missing. For instance, we had an opening for VC and not even a single lady applied including some females that are here and have been in the system for a long time. As management, I think we have changed and we are in support and try and lead by example. But this needs to cascade down to all university levels.

SAR1 noted that,

I would not say gender mainstreaming only because the issue of attitude covers everything that has to do with gender equality. It has taken people time to adjust that gender is not about women only.

SAR2 lamented,

Not much has been done and change has not been realized because those people who are supposed to give direction are not doing much in as far as gender mainstreaming is concerned. I believe attitude can change as long as we take this seriously from all directions ranging from our curriculum and reaching out for the communities that surround the university.

Meanwhile, some of the FGP1 participants raised very crucial points by stating that change in any initiative can only be realized depending on who is the driving force behind the whole concept. FGP1 articulated,

Gender mainstreaming and gender equality policy, is something that has always been talked about but not fruitful. Now that we have publicized it, some people are not happy so there will always be resistance. More so, attitudes change when people are dealing with an individual that they feel they can be able to work with well. People do not look at how gender mainstreaming may help them but at who is spearheading the whole process. There is still resistance and it was expected but we are hoping that we will turn a corner and see things changing. We do not want to deny that organizational cultures are hard to change.

On the same line of thought, FGP2 also elucidated that,

There is not much change because females are not gender ready to take up leadership skills. Change has been slow and efforts put by university and HRD have been very poor resulting in mixed emotions about gender matters, because people believe at university level gender balance is not important as compared to merit.

It became apparent from the statement above that universities still encounter problems in the implementation of gender mainstreaming due to slow paced attitudinal changes in promoting female leadership. The data collected shows that there appears to be a disconnection between the policy makers and the implementers of the policy. Therefore, it may be concluded that lack of solidarity and transparency between the university

leadership and the employees may be the reason why universities continue to face challenges in implementation of gender mainstreaming. Moreover, from the participants' responses, it can be assumed emphasis in these universities under study is on the number of females on board in universities and not their level of participation or their involvement in leadership positions. However, all hope is not lost because some of the participants highlighted that they were slowly, but surely, beginning to witness a positive change of beliefs not only in female representation in positions of leaders, but also in knowledge build up and commitment. A possible interpretation to this is aligned to the feminist critical policy analysis theory adopted in this study which underlines that female advancement to leadership positions can be only be promoted by valuing holism, non-hierarchal relationships, and acceptance of diversity and shared power.

5.5.5 Universities success stories in promoting top management inclusive of female leadership through implementation of gender mainstreaming

The participants were questioned what they would cite as the university achievement since the implementation of gender mainstreaming and how this had contributed to the ultimate goal of female enhancement in positions of leadership. The participants' responses are highlighted below. PVC1 noted that,

The gender school and the gender library are the highest accomplishments including the gender policy and these have ensured that gender mainstreaming in our institution is not superficial but real. In essence, gender mainstreaming promotes transparency and accountability and it integrates and weaves everyone into the core of policy making, gender equality and female empowerment in universities.

PVC2 articulated that,

It is our gender policy and working hand in hand with our gender department, and the projects that we have in and out of the university on gender and community engagement. These have created a leeway and awareness that both male and female have the right to be included in the decision making processes.

In support of the above, FD1 highlighted that at faculty level it was their duty that everyone understood that gender mainstreaming was ideal for any university.

We do not hide anything in meetings neither are we confrontational, forceful or accuse anyone, but we try as much as possible for both genders to see that gender mainstreaming and promoting gender equality is for the betterment of the university.

FD2 simply stated,

It was our hands-on involvement as the faculty in having the gender policy being put in place and having the GSC which works towards encouraging gender parity.

DRHR2 echoed the sentiments raised above and explained,

Having the gender policy is our highest achievement because we were actually one of the first state universities to do that, females in leadership positions have increased, though we are yet to see penetration of females in deanship and principal offices.

The DGS1 alluded that the gender structures in place were their highest achievement and this had positively nudged the university to take a participatory approach in issues of gender and female visibility.

Without any doubt, it is the establishment of the gender school because it is the umbrella of all gender activities. We have the gender policy which is also an achievement on its own. We are also working with our communities where we engage in training and community engagement and we have also taken an active role in having continuous dialogue with our surrounding communities. We take pride in the 3 public lectures that we have conducted on the issues of sexuality, gender based violence and how we can foster female participation in leadership and governance.

The DRHR1 echoed the above but also added that there continued to be mixed reactions concerning female leadership in universities. She explained:

As a university, we are not yet there though females are slowly trickling in and I can't say openly that we are advanced in gender issues. So we are hoping the gender policy will bring in those changes because people still hold different beliefs about females leadership.

SAR2 noted that,

Before, we just had policies in the university that talked here and there about gender equality and how female numbers could be increased in positions of power

such as in recruitment and selection processes. Having a stand-alone gender policy changed our outlook about promoting females to top positions.

COD1 felt their highest accomplishment was not only having gender structures in place but having a leader and her team who were highly committed towards the gender agenda,

Having a Director who has been supportive and working tirelessly with her team for such success and we have seen that our brainchild of coming with gender policy and gender school may help the decision makers to come up with ways of closing the gender gap.

COD2 thought their achievement in addressing the situation on the ground was through,

Creating a university wide gender module which was written by the gender lecturers of the gender touching on gender issues and copies were given to the university management. Since the attitude is now changing for the positive that might facilitate enhancement of females to top positions and with that mind-set the future might be positive of gender equality issues. But, the gaps will always be there. Therefore, we need to be clear of our roles and what our expected results are after implementing gender mainstreaming.

Meanwhile, the FGP1 felt that the commitment and team work led to positive changes and promotion of gender structures in place. The explanation was given as follows,

I think the wake-up call came when the leadership realized our intense interest to have gender policy, and the SGCS which is situated within the city centre has contributed to people wanting to know more about us and what we are fighting for and promoting.

Responding to the same question, FGP2 said,

Having a gender policy in place has helped a lot. Changes have been seen but we still need to see more happening because the gender policy should be seen as an arrow pointing to the university on how we could create a level playing ground with everyone. We are yet to see that happening.

From the above collected data, it can be seen that the enactment of the gender equality policy and gender structures in both universities under study is attached to the positive milestones that have been made towards having capacity of top management which is inclusive of the female voice. It may be implied that these universities have been responsive to the call that female under-representation has to be redressed. Furthermore,

the above responses are indicative that gender mainstreaming in these universities has gained impetus due to the commitment to challenge the status quo and the adoption of participatory approach to promote transparency and accountability in recruitments and promotions. However, the responses show that this is yet to cascade to all university structures. In addition, invitations offered to the community in one of the universities to come and learn about gender related issues in a university set up is a form of good practice. Such a positive move shows that the university strives to have a continuous dialogue with the society on how females from gender equality policies and being represented in decision-making processes.

5.5.6 Promoting gender equality through gender budgeting

The most popular way to bridge the gap between male and female is through gender budgeting. Therefore, gender budgeting is very important in policy implementation. The participants were asked to state if there was any gender budgeting done as a means to promote gender mainstreaming, gender equality and female empowerment in decision making processes. The participants' responses are captured below. DGS1 stated,

For us as the school we have our budget but I don't know at what percentage but at the end of every year we are required to list down the issues which we want the university to fund for us for the following academic year and in that list that is where we indicate our priorities and how we will spend money, who is going to benefit so that we are responsive to the problem on the ground.

PVC1 commented: *Well I believe the bursar's department is in charge of that because they handle all monetary issues.*

PVC2 took time to explain and give a full picture why it was hard for their university to have gender budgeting,

We are young university only 16 years old and some things are ambitious which are yet to be operationalized and one limitation are resources and even if we gender budget, funding is so limited but, we hope that as the country re-connects with the other countries, universities will also take advantage. We are one of the universities that is known to do lot with little because we internally generate our own funds because at the moment the government does not have funding.

In addition, PVC2 said,

We channel our money on student accommodation and learning material and what this means is that at the end, the university is left with little or no money to promote gender equality. So we prioritize and say how do we improve the quality of our university and its community and in future? As we grow and as the economy improves, gender matters are likely to be given priority especially in funding.

FD1 highlighted that,

As the dean, I chair the FPCM and it is my duty to see the budget that will be given to the gender school and that the gender school will have prioritized what they want through their budgeting. When funding is needed we make a request through the bursar and, when it's required, who or what our target is with regard to the programs or activities that we would use the funding for.

In support of the above, FD2 added,

We do not play a big part in gender budgeting because this is approved by HRD and bursary. What we do is to come up with the activities that we want to do and how much it will cost and we wait for approval.

DRHR2 just said: *We don't have budget specifically channelled for gender issues.*

Giving answers to the same question SAR1 and SAR2 gave their own views. SAR1 noted that *all issues relating to money are the bursary's responsibility.*

SAR2 said,

I have not heard of gender budgeting being talked about in this university because everything that has to do with the money has to be approved by HRD before being taken to the bursary department.

Meanwhile COD1 from NU posited,

Well in terms of budgeting, all our budgets are controlled. What we do as the department is that we come up with the budget and it goes through the faculty and the faculty will take it to HRD and that is where we are told if all funding or a certain percentage is going to be given to us. We actually prioritize what we want and we provide the bursary with all the information, so if there are no separate gender budgeting allocation appearing it is not because the institution is blind to our needs.

The COD2 from WU also felt nothing related to gender budgeting was being done. The participant lamented,

The issue of gender budgeting is really not taking place. What we normally do is to budget what we will need for the students but when it comes to the academics, budgeting is done elsewhere. Even for the workshop we rely on HRD. If they say money is there, then we have the green light and if they say no, then we forget about it. We do not have any training on gender budgeting. It is beyond us.

FGP1 concurred with the foregoing views and described the situation as follows,

That is where the problem lies that there is no gender budgeting. Yet, the only way to promote activities that are inclusive of a gender perspective in universities is when there are funds that are clearly budgeted towards such initiatives.

FGP2 also had similar comments,

Unfortunately, though as gender people we know the importance of gender budgeting, the lack of resources have made it hard for us to separate budget that deals with gender matters and so we are solely dependent on the HRD.

It may be concluded that there is lack of gender budgeting in both universities under study. Participants cited limited funding, centralized funding, lack of knowledge and little promotion and training on gender budgeting. Therefore, there is need for intervention and good governance in universities where issues of budget are promoted and made transparent. Moreover, assistance should be sought from NGOs. That way, even if funding is limited, there will not be any speculation about why gender initiatives are not being funded adequately. The reason for slow progress in visibility of females in leadership positions through the implementation of gender equality policies may be aligned to lack of commitment from the university leadership through gender budgeting.

In the following section, the study focused on the last strategy namely; affirmative action and how it can be used to address the implementation of the gender equality policies to enhance female leadership in universities.

5.6 AFFIRMATIVE ACTION AND ENHANCEMENT OF FEMALE LEADERSHIP IN UNIVERSITIES

Affirmative Action is another strategy which has and continues to be used in an attempt to promote female visibility into positions of leadership through the implementation of

gender equality policies. Literature observes that affirmative action is a morally principled way of remedying social injustices that females continue to experience.

5.6.1 Advantaging the disadvantaged in positions of power through affirmative action

In an attempt to derive insight into the attitudes of the participants towards affirmative action in universities through the implementation of gender equality policies and female leadership, participants were questioned on what this concept meant. Moreover, because this concept has been implemented in different countries globally for different reasons, this question was deemed critical by the researcher. Most of the participants gave similar responses, these are presented below.

PVC1 articulated that,

I see affirmative action as a deliberate strategy to accord advantage to one group over another in the belief that it will address the imbalance that has existed between male and female in our society and used to bridge the gap so that there is equal footing.

The DGS highlighted that affirmative action is a cautious way of changing the status quo. She noted that, *it is a strategy which is meant to advantage the disadvantaged because you want to improve and change their current situation.*

FD2 had similar views and stated that,

It is that process where we are trying to lift previously disadvantaged groups so that they can be given opportunities to compete with previously advantaged groups of people and we know females have been disadvantaged culturally.

The Deputy Registrars' responses similarly established what was raised by other participants. DRHR1 opined,

The issue of affirmative action should be looked at historically where it was first championed in one of our oldest universities so that those who did not have the opportunity in the past would do so through being educated, leading in organizations and getting the same recognition regardless of gender.

SAR2 explained it as *giving women a second chance by giving them opportunities in employment and education.*

COD1 defined affirmative action, as *giving priority to the previously disadvantaged people particularly the women to participate on different aspects of life.*

COD2 noted that affirmative action should be looked at by back dating the experiences that a boy child and girl child encounter from childhood until university level, as this would make it easy to understand why it is important and logical to carry out affirmative action to promote female leadership. The participant remarked,

It is a philosophical concept. Basically, we are saying there could be a group that has been disadvantaged and we want to come up with facilities and provisions to cater for their being disadvantaged. That is why we even have cases of girls entering university with lower points as compared to the boys, and this is affirmative action which will be taking place.

The FGP1's and the FGP2's views were similar. FGP1 said,

It means trying to positively influence outcomes in favour of one gender. We are trying to ensure that females benefit more out of the selected opportunities and processes than males and having policies that are favourable to women in employment, education and positions of power to assist implementing affirmative action in full.

The above responses indicate that all the participants in both universities have a general understanding that affirmative action is advantaging the disadvantaged by creating a level playing ground for both genders in recruitment, power and education. However, the researcher noted that it is only a few participants who included the aspect of disadvantaged being given leadership positions through affirmative action in their definitions. This implies that in using this strategy, the two universities must be aware of the role that affirmative action is also meant to address the dearth of female leadership in universities through the implementation of gender equality policies.

5.6.2 Incorporating affirmative action as a change agent for female empowerment in Universities

In the interviews held with the participants, the researcher also sought their views on why affirmative action should be incorporated in universities to promote female leadership. The participants' responses show that promoting both genders in decision making,

challenging male domination, addressing disparities and promoting female empowerment were some of the reasons given by the participants. The remarks below represent the opinions of the participants.

PVC2 was of the view that,

It is a way of sensitizing and educating the university community that we have a disadvantaged group and affirmative action will be used to uplift them so that they may be at par with their male counterparts at all levels in the work place.

The DGS1 added that affirmative action should be used because the girl child continues to be burdened with societal responsibilities and thus is denied the opportunity to compete with the boy child. FD2 stated,

We are saying female leadership in universities is still dotted here and there and so this is one way of fixing these long standing disparities.

The DRHR1 also shared her personal experiences as an example why it was important for affirmative action to be incorporated in universities to promote female leadership. DRHR commented,

It is because the girl child needs to be included in the running of organizations and institutions. For instance, I was in form 6 and my brother was in form 5 and he never used to do anything. I would do everything, when I had to sit for my exams and I said to my mother when will I get to read as I do all the chores and her answers was “that is what women should do. How are you going to manage when you get married?” and I failed those exams.

The participant further added,

So you see, we need affirmative action in universities for one simple reason that is parity. But, affirmative action should have a time frame as to when its application will be stopped. Gender equality needs to be practiced from grass roots so that both genders learn how to share leadership from a tender age. This will avoid a situation whereby the girl child has to benefit from affirmative action instead of being promoted through merit because academia is now a cut throat which promotes excellence.

Though COD1 and COD2 expressed the need for affirmative action in universities, COD1 noted that affirmative action was being used due to the societal beliefs exposed to the girl

child as alluded by DGS and DRHR1. Whereas, COD2 lamented that affirmative action was being incorporated on students rather than the university employees. COD2 noted,

There is need to put females into the picture especially in universities but unfortunately, it is more on the student level than the staff members. We continue to see less women in leadership positions, so we need affirmative action because this would show that university have female issues at heart.

Participants in FGP1 had mixed feelings about using this strategy and gave the following reasons,

It's a 50 -50 situation on using it as a way of promoting female leadership because if we are too much into affirmative action we risk having a generation where females will be more powerful than men. This will mean going back to the drawing board because females are likely to maintain status quo as is happening now with the male leadership.

FGP2 highlighted that failure to implement affirmative action meant no one was willing to challenge the status quo.

Well, this is good as arguing that male dominance should be the standing status quo and we are happy about it if we do not bring the issues of affirmative action as a way of helping the disadvantaged. Actually, there should be legal rights to compel governments and universities so that there are tangible affirmative action programs in place at government, national and university level so that we can increase the visibility of females in terms of leadership, of management and their general welfare. The voices of both males and females are critical in decision making processes and affirmative action is one way of doing that.

However, one of the participants in FGP2 added that infusing affirmative action should not be the only effort of increasing the number of females in leadership positions but, skills and knowledge of the beneficiaries were equally important if one was to be given a leadership role.

It is about trying to align females with males considering that they have been marginalized for a long time but care must be taken when this strategy is incorporated. It should not be just a tokenism whereby you just want to meet the target. It should also take into account the requisite skills and knowledge that goes with the position they want to give to that particular person.

The foregoing remarks actually reinforce what literature states that females are entitled to affirmative measures as this can promote a solid foundation for the females to compete equally with the males in universities. The above findings further substantiate that affirmative action is an ideal strategy for addressing the existing gender disparities in universities and promoting female empowerment and their inclusion in the decision making processes. Hence, the fair implementation of affirmative action still demands great efforts in handling the irremediable complex reality of females being excluded from the decision making processes.

5.6.3 Applying affirmative action through selection and recruitment to promote female leadership in Universities

One has to take a glance at the current under-representation of females in positions of leadership in universities to readily appreciate affirmative action as a motion of redress of injustice. This calls for the identification of how affirmative action should be implemented for universities to be responsive and sensitive to the plight of females needs in academia. The participants were requested to state the manner in which affirmative action was being implemented as a way of enhancing female leadership and who was responsible for its implementation. It emerged from the participants that affirmative action was being applied through selection, recruitment and promotion of staff and it was the HRD's responsibility to ensure that this strategy was carried out. Some of the participants alluded to the fact that the implementation of affirmative action was more transparent on the student admission into university as compared to academic levels. PVC1 explained,

We practice affirmative action through the enrolment of students, staff development programs (SDP), selection, hiring and promotion of staff members and Human Resources Department (HRD) in this case, plays a major role in ensuring that affirmative action is implemented.

PVC2 concurred with the above. But, also stated this was dependent on the performance of the individual during interviews.

It is through the selection, hiring and promotion of staff members and if a female has done equally well during the interviews and has the qualifications, we use affirmative action. As for who is responsible, well it depends, but HRD is largely

involved with the issues of affirmative action because they are directly involved with tenure, hiring and promotion of staff.

DGS1 supported the above and at the same time stated that everyone was obliged to implement this strategy,

Affirmative action is applied by promoting a diversity of workforce and also through our adverts where we state that females are encouraged to apply for these positions. It is also through selection and hiring. This is everyone's responsibility which, in my belief, should be spearheaded by the HRD. As the SGCS we have to ensure that the university is educated on affirmative action, why it is to be incorporated. But you will find that academics are more involved on affirmative action issues in relation to student admission.

FD1 stated that there were regulations that had to be followed in implementing affirmative action.

Normally, we follow the set rules that have to applied in selection and hiring. If a female has scored just a little below the male candidate, we normally choose the female to take up the post and this should be in agreement with the whole interview panel. I believe the HRD and the top management are the ones who are responsible for the implementation of affirmative action.

However, FD2 felt not much was being done to implement this strategy at faculty level.

DRHR1 and DRHR2 had similar sentiments and added that everyone was responsible for implementing this strategy. Below is the response from DRHR2 who stated,

Well, I have seen it being implemented for our students but for the staff members we mostly use merit for recruitment after emphasis that females are encouraged to apply and that's how we incorporate affirmative action. We also apply affirmative action if a female has scored a bit less than males in an interview so that we have a university which has a diversified manpower.

SAR1 had this to say,

I know we are meant to implement affirmative action through hiring and promotions but, in relation to us as employees, we are weak in this area because there is little being said by management on how affirmative action should be implemented within the academic circles.

SAR2 said affirmative action was implemented by,

Identifying those females that show potential and capacity to lead. Affirmative action through HRD ensures that females are encouraged to lead and break the

barriers by entering into male dominated fields, but there is a need for training programs that talk to affirmative action but the university is quiet on that.

The responses of both COD1 and COD2 from both universities are highlighted below. COD1 said,

Affirmative action is done through job advertisements, through selection, hiring, promotions and this is the HRD responsibility because they are the ones who are responsible for the hiring of the workforce. They are the ones who need to pinpoint where redress is needed and then we can come in as gender people from SGCS to advise how this can be achieved through workshops and training so that affirmative action is used as a corrective tool.

COD2 noted that,

Though HRD is responsible for the implementation of affirmative action the university is not open on how affirmative action really works in this institution regarding recruitment promotion of its employees.

FGP1 highlighted that while affirmative action was being implemented, it was important that the university also takes into cognizance the qualifications of the beneficiaries. While FGP2 was of the view that though affirmative action was being used to promote gender equality, its implementation process was not clear in their university. FGP1 commented,

It is through recruitment but, how far the university goes in promotions for academics through affirmative action that is not clear. Affirmative action is also implemented through our gender policy which advocates that in employment, hiring, and promotions, there should be 50-50 and should also be used through prior learning of the candidate.

FGP1 further indicated that,

Affirmative action should apply to all university employees because it is a tool used to identify those spaces that may be under-utilized in universities and also look at how goal achievement will be reached in relation to female and power positions, as such this is the duty HRD as the implementing office.

FGP2 noted that,

HRD should tell us how to implement because they are the ones who are responsible for hiring, selection and promotion of employees. We also hear through the grapevine that the Vice Chancellor is the one who normally advocates

for the implementation of affirmative action, but this should be made clear on how it will be done to avoid speculation when we see people being promoted.

The foregoing comments draw attention to the fact that participants in both universities under study seemed content and confident that selection, recruitment, and promotion, diversified workforce, SDP and encouraging female candidates to apply for positions of leadership through adverts were elements that were utilized to implement affirmative action to promote female leadership. Relating to the above aspects, it could also be deduced from the responses that qualifications and experience of those who would be beneficiaries of affirmative action should not be overlooked so as to uphold merit and standards in two universities. The researcher also analysed the strategic plan documents and the issue of merit raised by participants from NU was in line with one of the core values of the university which emphasises excellence through merit and high standards. The gender equality policy for WU highlighted that the HRD will be responsible for representing the national statistics through recruitment and promotions and this would be achieved by advocating increased recruitment, promotion and retention of female staff.

On the other hand, the emerging results show that to a certain extent that affirmative action had not been implemented clearly, neither have the two universities in question explicitly stated how affirmative action will be implemented to enhance females in decision making processes because male domination in position of leadership is still prevalent in both universities. For instance, at WU one of their broad strategies in their gender equality policy is redress of gender imbalances through affirmative action. But, the policy is silent on who is going to be responsible for this initiative. It is clear that the participants' responses reflect that there is a need for the two universities to explicitly state what affirmative action entails, who is responsible, when and how it will applied, monitored and evaluated so that female leadership and gender equality can be achieved.

5.6.4 Lack of consultation in the implementation of affirmative action in Universities.

For every policy to be effective in meeting its desired outcomes, consultation with the policy implementers has to be conducted because they are considered to be the street level bureaucrats in any policy implementation process. The participants were questioned

if there were consultations on how affirmative action should be implemented. The responses given by the participants manifested that there was scarcely any association with the management and academics on how affirmative action should be executed to promote female leadership. This is evident from the participants' similar responses as indicated below, PVC1 stated,

I am not aware if there were any consultations on how affirmative action will be implemented especially on academics.

PVC2 concurred,

Well, I am not sure if everyone was made aware, what people here know very well is about the gender equality policy. Besides affirmative action tends to be a sensitive approach to employment.

The faculty dean's responses also aligned with those of the foregoing participants. FD1 said,

Well, I am not sure if consultations cut across all levels among academics as with regard to students.

FD2: *It is not on everything that the academics are consulted.*

DRHR1 indicated,

I am not sure if the academics were consulted and DRHR2 simply said: not that I know of.

Responding to the same question, COD1 stated,

Yes, we are members to a number of bodies and organizations that deal with gender perspectives and we do have a strong education line with the Ministry locally, therefore the consultations go beyond just a question of seeking the issues of affirmative action or policy that exist or through office collaboration, papers for research. We have members that are sent out to target specific gender areas and through feedback we get ideas on how affirmative action should be implemented and improved so we are definitely involved. But this is at student level, or academics it is silent.

COD2 articulated that failure to be told how to implement this strategy meant that university leadership were indirectly buttressing patriarchal divide between both genders.

Well, there is very limited consultation in this regard. There seems to be irregularities and this should be looked at to avoid promoting an egregious practice.

The foregoing assertions show that lack of consultation on how to implement affirmative action continues hinder redress efforts in leadership positions in both universities. The participants' responses show that the two institutions are not making any effort to match theory to practice with regard to closing the yawning gap of scant visibility of females in leadership positions by consulting the policy implementers on what needs to be done.

Clearly, the two universities under study need to come up with a formal and consistent way of consulting the policy implementers with regard to implementation of affirmative action. It is clear that lack of consultation by the university leadership may be as a result of lack of in-depth discussion on how affirmative action should be implemented. Furthermore, lack of consultation with the policy implementers on implementation of affirmative action further aligns with the top-down theory utilised in this study. This theory emphasises that the policy makers view the policy implementers as a threat to the order of the system and may appear chaotic and unpredictable. Hence, their exclusion in the formulation of affirmative action in universities, infers that this strategy is ineffective in as far as redress of gender imbalances in two selected Zimbabwean universities is concerned.

5.6.5 Existing policies in Universities that assist in the implementation of affirmative action and promotion of female leadership

Scholars indicate that affirmative action does not stop solely with the hiring of underrepresented applicants. What affirmative action supports is the existence of other policies and practices in universities which are expected to be the foundation on which this strategy can be built. As part of research, the participants were asked to explain if there were any policies in place that assist in the implementation of affirmative action to enhance female leadership in universities. All the participants expressed that there were indeed supporting policies in place. Due to the uniformity of the responses, the researcher will highlight a few of the participants' responses.

PVC1 said,

We have the draft gender policy, and the employment equity policy and these are more like guidelines to eradicate barriers we may encounter in effective affirmative action and promotion of the disadvantaged.

PVC2 added,

There is the gender policy, sexual harassment policy and the employment Equity policy.

In the same vein yet expressed differently, DRHR2 added,

Our university boasts of the sexual harassment policy, gender policy, recruitment and selection policy and all these show we are using gender lenses and we want to support females in our recruitment drive.

The COD1 noted that,

There is the employment equity act and the gender policy, and these have been put in place to help address the gender disparity in our university.

The FGP1 and the FGP2 also concurred with the foregoing responses.

The answers given by the participants indicate that it is critical that universities have different policies in place which have clearly laid down rules and regulations on how gender equality will be promoted. These policies may assist on how enhancement female leadership can be achieved. The researcher was also able to look through the policies in question and it appeared that both universities have some of the above mentioned policies in place which may assist in the implementation of affirmative action. However, the responses from the participants from NU and document analysis indicate that there is no sexual harassment policy in this university. Failure to have such a comprehensive policy raises eyebrows if at all the university in question is gender conscious and sensitive to gender matters. This is because sexual harassment of female students and lecturers continues to be prevalent in institutions of higher learning. The researcher also had the opportunity to look through the sexual harassment policy from WU and it clearly shows that their policy is in line with the Labour Act Chapter 28.01 of Zimbabwe. The objectives of the policy are to promote a working environment in which everyone is treated with human dignity and preventing all forms of harassment and intimidation in the workplace.

5.6.6 The role of the leadership and academics in promoting female leadership through the implementation of affirmative action

In response to the question on the role of the university leadership and the academics in the implementation of affirmative action as a strategy for female enhancement in positions of leadership, the participants revealed varied answers. PVC1 acknowledged,

My role basically is to make sure that I am in agreement with the selecting of the candidates for affirmative action and that the person really deserves to be shortlisted be it, for recruitment or promotions.

PVC2 commented,

This is because affirmative action in some instances creates a not so good impression. Well we ensure that the application of affirmative action is given to the person who has the qualification and has performed well and shows qualities of growth and leadership. However, merit comes first and my role is to make sure that affirmative action is applied in a transparent manner so that everyone is entitled to the same privilege in terms of recruitment and retention.

The DGS1 was firm in stating that her role and that of the gender technocrats was to be gender equality agents and to market the importance of gender equality and infusion of affirmative action to the whole university community.

We demanded as school of gender, through the consultancy that helped us to put the gender policy in place to see the numbers of the university for a period of 5 years. We have seen that there is progress but female growth in term of leadership positions is still slow in some faculties and departments.

In addition, the DGS explained,

Therefore, we are using the SGCS as a referral centre such that if there are instances whereby affirmative action being implemented, we can safely say the gender policy says this and implementation of affirmative action says this, what our problem is and which intervention strategies can be used to address the problem. Our role is to be gender equality ambassadors and as such we motivate everyone including the management why the adoption of strategies such as affirmative action in relation to gender equality is vital.

FD1 opined that,

As a faculty, we borrow from the university culture that promotes clear lines of communication and transparency. Therefore, during interviews my role is to ensure that if there are deserving female candidates, then endorsement is made for their recruitment provided they do have the required minimum qualifications.

Meanwhile, FD2 stated,

The HRD, tries encourage female leadership but women are a different kind of species because they are not forthcoming. You will find that through our SDP we apply affirmative action to accommodate females but, you will find they still do not want to travel out to study and leave their families and this negatively affects their chances of career growth and promotion to top positions.

DRHR1 noted,

In this office, not only do we promote transparency and accountability, it is our duty to make sure that there is a fair representation of diverse pool of applicants. If there is an opening for a job. We do this so that both genders are equally represented and in our adverts we state that everyone is welcome to apply regardless of gender, race, and religion. We promote inclusivity.

DRHR2 said,

The HRD is the heart of any institution. As I said before, we are the implementing arm for all the policies in this university therefore, our role is to promote accountability and transparency in recruitment and promotions.

COD2 was of the view that,

Our role is to be gender sensitive through workshops, training and networking so that everyone can benefit in a myriad other ways and even through our gender publications.

SAR 1 said,

The problem is, we are not consulted on how to use this strategy so it makes it hard for it to be implemented effectively.

SAR2 said,

We have not done much because nothing has been superimposed on us. Unlike with the students we know exactly what is expected of us and how we are meant to reach the target numbers set out by the university through affirmative action.

The FGP1 indicated that they did not have major roles to play in this matter,

Beside the trainings and the workshops that we hope can promote an inclusive workforce especially in leadership, we don't do much because it is still a silent matter how affirmative action is implemented to promote female leadership.

And FGP2 added,

We don't have any role we play specifically for affirmative action because the workshops that we facilitate address common gender issues and obviously affirmative action is also addressed in those issues.

It could be established from the information gathered here that the participants appeared to have different roles to play as a way of implementing affirmative action. These ranged from promoting accountability, transparency, and promoting affirmative action through gender training and workshops in relation to gender equality in universities, promoting diversity and inclusion of females with the required qualifications into the system through recruitment and promotion. However, during the discussions, the researcher noticed that the university leadership, who in this case are the policy makers, appeared to be certain about their roles as compared to policy implementers. Thus, it may be deduced that the deviation of responses by the academics, who are the policy implementers indicates lack of transparency and consultation in adopting affirmative action as a strategy for critical mass of females in top leadership positions. The above responses raise questions as to whether the university leadership in both universities really knows what is taking place on the ground in relation to the needs of their academics especially on issues regarding use of affirmative action and how it can assist in elevating female to top positions. Both universities need to come up with clearly stated goals and objectives which should explicitly indicate the roles that should be played by different stakeholders at different levels in using affirmative action. Supporting this view is the top-down theory used in this

study which buttresses that there should be clearly defined goals and responsibilities so that the policy makers can supervise the actions of the policy implementers.

The researcher also asked the participants to give their views of whether affirmative action could be used as a tool for promoting female leadership in universities. It was revealed by the participants that affirmative action was critical for enhancement of females and their participation in decision making processes as long as they were females to choose from. However, it also emerged from the other participants that affirmative action was no longer viable, especially in a university setup because it gave false security to the females.

PVC2 said that affirmative action could be used to promote visibility of females as long as,

You have a pool of females to pull from, but we are yet to reach that stage though we are going towards that direction. But then again, it is a bit tricky because affirmative action creates the impression that we can lower the standards as long as we are accommodating females to leadership positions. For example, when employing lecturers we don't start on the basis of affirmative action but will call out for minimum qualifications we state that female candidates are encouraged to apply. So, we are deliberately and openly telling the world that a female candidate with those qualifications will be at an advantage.

DGS explained that affirmative action was crucial because it gave a chance for creation of critical mass of females and their participation in decision making so that the needs of the females in universities can be equally represented. She explained,

Affirmative action for me is very important because it is a way of ensuring that we also have some representation of females in various sections. You have seen in politics they now talk of the quota system and it has really helped the women to be visible and enter positions in politics which was impossible before. Why do we want women in various sections in universities? We are saying women have particular needs and interests which the males cannot know of, but they may just assume because they may not recognize our important biological needs.

The DGS further added,

That is why even this university through the gender school has gone an extra mile in educating the university of gender awareness including even the type of office furniture and rest rooms that will be suitable for females and even males in universities. So, I think it is important for us to make sure affirmative action is possible so that there is that critical mass of women representing us at the top.

DRHR2 confirmed what DGS said and also commented,

I have seen this work through our vice chancellor whereby he tries to elevate females by putting them on acting capacity to ascertain if they are capable for a period of time until he is satisfied. So yes, affirmative action is being practiced but to a lesser extent.

SAR2 also concurred with the above and had this to say,

Affirmative action is the best move that can be used because it gives females prospects to showcase their abilities and talent and it can actually open up all the opportunities which ordinarily females would not have been able to enter. The barriers to female leadership in universities are still in existence and we need affirmative action to help us break those barriers. For instance, the appointment female directors and the deputy registrar was welcomed by all the females because that was a clear move of affirmative action by the university leadership to elevate women to positions of leadership.

Meanwhile, COD1 had the same sentiments as COD2 that affirmative action was ideal because universities inherited numerous societal glitches, but care had to be taken that the existing policies were correctly implemented so that affirmative action could be operational. Below is the response from the COD1s,

Can we say it works? Why do I ask this? It's because the university absorbs hiccups and aftermaths of what transpires within the society, so in the short term we are saying immediately we must give precedence to females. But in the long term affirmative action won't work anymore. This is a correctional tool and it should not be used more than necessary.

Responding to the same question, FGP1 and FGP2 concurred with the other participants. FGP1 said:

It is a good way of putting females on the map. It is a positive move that any organization that is gender sensitive will use and I think our university is trying in that area but the quota system just like in politics must be used where by you say

of the five top positions 2 must be females. Affirmative action is a great strategy but at the end of the day the skills and capacities of the females must be improved so that they can end up taking even higher posts.

FGP2 posited that,

It must be an act, and there must be legal ways that are put to enforce organizations to implement affirmative action because a policy is not legally binding. Affirmative action is good basing it on the different genders because if there is a continuation of merit, females may never come in because of their socialization, lack of skills or education. So the few that do should be given the chance to grow, be trained for leadership roles and be given in the process the time frame to acquire further qualifications.

Relating to the above aspects one of the FGP participants stated,

Well, it should not be on tokenism and the debate now is that even the women themselves don't want this affirmative action because it makes them appear like they are not meeting the bar yet in some cases they can compete on merit.

The foregoing comments draw attention to the fact that though affirmative action is still viewed by most of the participants as a tool that can create the much sought after female visibility in positions of leadership in universities, it is equally important that competence and merit are not brushed aside. However, it is not all the participants that were in agreement that affirmative action should be used to enhance female leadership in university.

Some participants were of the view that affirmative action was not necessary in academia because females were no longer as disadvantaged as before within the academic circles and that the problem of failing to embrace females as part of leadership was not within the university, but at societal level. The remarks mentioned below embody the participants' views from both universities. PVC1 commented,

Well, I don't believe in the efficacy of this strategy being used because it gives people false comfort that. Besides affirmative action in this country is weaker as compared to developed countries. In this country, the problem needs to be addressed from the grassroots level so that when we have the final product, we have people who can compete easily in the same skill and capacity. I think people want a quick fix on the matter of female leadership. Yet, all quick fix approaches

have their own problems. Go to where the problem is and arrest it and you will have liberated a lot of people.

SAR1 said,

I don't believe females are still disadvantaged as compared to long ago. Such an ideal in this day is thoroughly odious, we have to use merit because once you are working at university it shows you are capable and have the ability to realise career mobility.

DRHR1 also highlighted,

I think females should work hard to be promoted. You don't get a job because you have a pretty face, females nowadays are in a position to compete fair and square with men.

FD1 also concurred and said,

Honestly, I don't go for it because I believe the females are not as disadvantaged as they were previously. It's like we are forcing them into the system yet most of the time they fail to withstand the heat in these positions of leadership on their own and they opt to step down.

FD2 echoed,

I strongly believe people should be given equal opportunities to compete for top positions. Let the person go in on merit and if that person is a women you can be assured everyone will have respect for her instead of using affirmative action then we are not being fair. Using affirmative action 35 years ago I would agree but now it is not as bad as it was before.

FD2 further explained,

It can be used yes but, we have to be careful not to disadvantage those benefiting from it. I don't know how this can be done but one staunch gender activist recently said "to hell with affirmative action" because it really belittles women and argued that very soon women will even be accused of getting professorship though affirmative action. Actually let's scrap it out because there are certain levels where you get and issues of gender do not matter. Maybe at lower levels, affirmative action can work but in top positions it's a bit tricky.

It is evident from the responses that the participants had mixed feelings on affirmative action being used as a tool for promoting female leadership in universities. The majority

of the participants felt that this strategy should be utilized because it contributes to diversity in the workplace, hence it is a form of ethically and morally good practice for promoting gender equality. In the same line of thought, the feminist critical policy analysis theory adopted for this study also highlights that it is vital that strategies are devised to ensure that gender relations are not disproportionate in universities and that there is need to understand the university environment so as to promote equal relations. However, comments from the other participants draw attention to why affirmative action is not viewed as a favourable strategy. Therefore, it may be concluded that use of this strategy may create feelings of alienation among male academics and this can lead to discrimination towards those females who will have benefited through affirmative action.

5.6.7 Changing the status quo of females in Universities through implementation of affirmative action

To shed more light on using affirmative action for enhancing female leadership, the participants were questioned if this strategy had changed the status quo of females in their universities. Some of the participants felt there was evidence of positive changes with regards to females penetrating positions of leadership. Some of the participants further added that lack of impartiality was still in existence. The following quotations are representative of the assertions made by the participants. PVC1 stated,

When we look at students yes, a lot of has changed in terms of equal representation and equal opportunity for the girl child. For the academics, I believe affirmative action is no longer necessary. But, if we are to take the ownership of affirmative action issues, then we need to take into account the aspiration and the fears of those already advantaged.

PVC2 added,

At staff level it has not been successful due to massive brain drain. So we have to empower females in terms of resources and ensure female visibility is enhanced, because where affirmative action has been applied, results have shown that if given the chance, females can lead.

The DGS articulated that there was no change because affirmative action has not yet been fully embraced,

The status quo is yet to change because we still have males in the leadership positions with only an insignificant number of females who have managed to penetrate the top positions. This is because from the word go, affirmative action was welcomed with negative perceptions and till today there are still individuals who resent the mentioning of affirmative action.

FD2 noted,

Changes are there, but I don't believe they have to do with affirmative action because females are now fighting for leadership positions through merit and competency.

DRHR1 and DRHR2 also added that the problem was that females continued to be given meaningless positions or titles and there was lack of consistency in the implementation of affirmative action which made it a mammoth task to measure its success rate. DRHR1,

No, it has not changed because most of the women continue to hold positions that are meaningless. So, I believe at management level we need to support affirmative action and show more commitment as we have done with the issues of gender policy and the SGCS.

SAR2 also added,

As I said before, focus has been on students. We need to be included in how affirmative action will be implemented so that, we know how the representative balance of both genders will be achieved.

COD1 was confident that the situation was changing for the better but emphasized that all depended on females to prove that they are adept:

Definitely yes. It has changed for the better and has also created opportunity for females to have the chance to lead and make break through to some positions that have been known to belong to, and are held by males such as Registrar, Bursar, Deans. But, females have to prove they deserve these top positions.

Conversely, COD2 gave an example to show that the status quo of females was changing for the better in universities,

In a way yes, positions for librarian, post graduate research officer and deputy registrar are all female headed, so we can say things are beginning to happen. These are positive signs because, this was unheard of in 2006 when we first put

the gender policy in place. Though progress is still very slow but it's an indicator that we are heading in the right direction.

FGP1 sentiments echoed the foregoing responses. While FGP2 was of the view that,

Though there are deliberate efforts being made by the university to engage females, the changes are too insignificant. There is just too much patriarchal power as a result even if we are the so called gender people, our hands are tied on the suggestions that we can make on how this strategy can be utilized effectively.

Basically what came out of the responses is that there are some changes with female academics penetrating positions of leadership in universities. The data also revealed that it is now the duty of the females to show that they can lead to avoid being questioned or doubted on their capabilities. Some of the participants' responses highlight that male domination is still prevalent and females are given positions of leadership that do not represent the female voice where it matters most. The data gathered portrays that measuring success rate of the affirmative action was difficult in these two universities because of resistance to change, lack of consultation and failure of leadership to justify in clear terms, the utilization of affirmative as a means to enhance female leadership. Participants' responses point to what has already been raised in this chapter that there is need for management to be fully involved and committed to gender issues and also consult with the employees at grassroots levels. This may create trust, respect, and enhance participation so that redress through affirmative action can be used to increase female's visibility in positions of leadership.

Affirmative action is also seen as part of the answer that has led to some level of transformation in universities. Hence, the participants were asked to give their views on changes they would like to see with regard to successful implementation of affirmative action in universities to enhance female leadership. Their responses are presented verbatim below. PVC1 responded as follows,

We have to do away with those misconceptions that affirmative action carries with it because the standards of those appointed through affirmative action drop, not because they are not capable, but due to stigmatization which can lead to their efforts to be stymied. It is advisable that affirmative action is seen as a temporary measure to rectify the differences. Resources are needed so that those

beneficiaries of affirmative action can go through intensive training and skills development courses to enhance their leadership skills.

PVC1 further was of the view that affirmative action is no longer viable in universities.

There should be readily available resources. For example, we sponsor people to go to universities that are highly regarded to read for their doctorates such as SA, Australia and Canada thus enhance their credibility and then we also sponsor them with research publications and writers' workshops. We need to empower people who are disadvantaged with necessary resources, training qualification so that they are forearmed and then we can silence affirmative action.

PVC2 articulated that support given to females was very crucial if affirmative action was to be implemented successfully,

We must support those females in leadership position at the same time make sure that those occupying such positions deserve to be there to perform and transform the work place and at the same time reaching for their full potential, career fulfilment and achievement. But then, you know all the universities in Zimbabwe in 2007-2009 nearly collapsed. Many lecturers left including that small pool of educated women and we had to rebuild that.

PVC 2 further alluded,

Almost all lecturers have masters' degrees and now a third have PhD and with another third registered and the remaining are in the process of registering. It is a must that they do and we have deliberately set aside resources for that though it is not much but at least something is being done so that our staff complement is reflective of gender balance at all levels of the university.

Giving response to the same question, FD1 concurred with the importance of collaboration and also stated that monitoring and evaluation was vital.

Though I am not a supporter of affirmative action, I think there should be monitoring and evaluation of affirmative action during recruitment and promotions. HRD should work with the SGCS right from the onset of affirmative action in the planning, implementation, delivery and progress of issues pertaining to affirmative action so that it can be effective. More engagement with the staff is needed so that it is clearly articulated when and how affirmation should be applied.

FD2 echoed the above by arguing that a favourable organizational culture was needed to sensitize people on issues concerning affirmative action and that it was not meant to be a long-lasting feature. FD2 opined,

We need to create an environment whereby people at all levels are thoroughly educated about affirmative action. Moreover, let it be a transparent exercise by identifying those females who have shown beyond doubt that they are capable to be great leaders if given the chance. What we now need to do is to put equal opportunities for males and females at grassroots level and once we do this, the issue of affirmative action will fall out naturally because it is not meant to be a permanent feature at all.

DRHR1 explained,

Let us as universities make educated decisions about what we want to do to help females. I think merit should be used and at the same time those females that get jobs through affirmative action should also prove they can work. In other words, the goals and objectives of affirmative action should be clearly stipulated on how the number of females attaining positions of leadership will be increased .

DRHR2 was of the view that affirmative action should be used and be transparent because even with lesser qualifications, females were more than able to pilot universities if given the opportunity to enhance their qualifications in the process,

I think this is a strategy that needs to be implemented in universities in a transparent way. There is a need to have something written down in black and white that will show how affirmative action will be carried out, who is responsible. For instance, if the post requires a PhD holder, a female with masters can be taken and that person should be given time frame to do their PhD and females will do it because their level of commitment is very high.

SAR1 felt merit should be promoted in universities,

Merit must be used no one is entitled to be given a job just like that. There are so many women who were disadvantaged but they are now leading organizations of their ability, competence, potential and merit and not as beneficiaries of affirmative action.

SAR2 stated said affirmative action should apply at all levels of the university because already there was an educational gap between males and females due to the history of the country.

We need to see affirmative action being used even in much higher positions. though I would say the challenge women face is due to the qualifications because if you look at most management they went to school during the colonization era, not many women were going to school during that time. Already there is that educational gap between both genders and that on its own should be taken into consideration and why we need affirmative action as a supportive tool for enhancing female leadership.

Accordingly, CODs also responded to the same question as follows COD1 stated,

There should be proper planning and training methods that are formalized so that everyone knows how to implement affirmative action correctly. The fact that females remain in the same position for years on end without climbing the ropes is a cause for concern that should be looked at. Moreover, implementation of affirmative action should be monitored and reviewed regularly so that it is at par with the current changes.

FGP1 and FGP2 also gave responses on the same issue. FGP1 felt that successful implementation of affirmative action meant universities had to promote and be involved in community engagement. They explained,

I think the universities in Zimbabwe must be involved in community development issues. Social development is an essential part of improving women participation in the workplace. This is because at the end of the day females cannot participate effectively if they are burdened with what we call triple roles and this is the case right now whereby, women have more than enough to deal with outside before they can think of leading in their workplace. Let affirmative action be a transparent process that way they will be organizational harmony.

One of the participants from FGP1 added,

In universities we teach, we research and we do community engagement and this is one area that we have to look at right now. There is immediate need to deal with the surrounding community and we cannot ignore community engagement and promoting affirmative action efforts if we want to achieve anything in that direction.

In the same vein, FGP2 commented,

The university needs to communicate with its employees about affirmative action, why is it in place, who is responsible for making follow up on affirmative action initiatives to see if they are effective. This is not a question of we should, it's a question of we must. There is need to restructure issues of gender equality and affirmative action using a radical approach.

One of the participants from this group also added:

Universities should not be run as political parties. We have to do away with the power of patriarchy because it give females no freedom to be monitored or even evaluated as capable candidates for positions of power. There is fear I think, that once affirmative action is fully implemented, then a lot of females will qualify and take over.

It may be concluded that from the participants responses, universities still have a mammoth task ahead of them if at all affirmative action is to be embraced and used as a strategy for female visibility in decision making processes. The presented data depicts that there are a number of factors that need to be addressed in universities. These, according to the participants range from the universities under study being involved in community engagement so as to tackle the problem in and out of the university environment. From the participants' responses, there is need for promotion of transparency and team work approach in the whole process from top-down and bottom-up. This is supported by theories used in this study with regard to the goals and the objectives of utilizing this strategy and how equal representation of both genders can be achieved. It was also evident from the responses that even though affirmative action was not meant not to be a permanent strategy, it was critical that monitoring and evaluation is carried out if at all this strategy is to yield the envisaged results. That way, it will be easy to identify the gender and educational gap between both genders in relation to lack of female leadership. Therefore, it may be assumed that apart from adequate resources that need to be injected for this strategy of be a success, there is need for training, skills development, participation, tolerance from all stakeholders and acknowledgement of different interests so that there can be attainment of one common goal, which is enhancing female leadership into positions of leadership in universities.

The following section answers the last research question of the study which sought to establish if there was monitoring and evaluation of gender equality policy in both universities under study to address the dearth of female leadership through the implementation of gender equality policies.

5.7 MONITORING AND EVALUATION OF GENDER EQUALITY POLICIES AND ENHANCING FEMALE LEADERSHIP IN UNIVERSITIES

The manner in which gender equality policies are monitored and evaluated may lead to the development of more realistic goals and objectives put in place by both universities towards the enhancement of female into positions of leadership.

5.7.1 Knowledge and understanding of the concept Monitoring and Evaluation

Before getting responses from the participants on how monitoring and evaluation was being carried out in their respective universities, the participants' knowledge of the meaning of monitoring and evaluation was sought. The responses gathered from the participants showed that they had a good grasp of the concept and saw it as keeping track on what is taking place in relation to the enhancement of female leadership through the implemented gender policies. The participants viewed monitoring and evaluation as reviewing the gender policy for accountability purposes. PVC1 presented his understanding as follows,

Monitoring and evaluation is when people are accounting for those policies and their practices. So, you must periodically gauge the impact of the gender policies and to see if they are impacting on the university community in the intended manner. It means you must keep track and then you must assess what is the impact, what is actually going on and what is happening as a result of what was implemented.

DGS reinforced this view,

This is when we are actually looking at feedback sessions or examination of our programs which are time framed and showing that after a certain period, we have to go back to our goals and say are we really in line with what we have put in place. Are we achieving our goals, are we progressing or not, are we meeting our targets or are we not?

FD1 and FD 2 had similar comments, and FD2 highlighted that.

In monitoring and evaluation, we are saying what we agreed on, is it being taken on board and how can it been implemented and have we achieved our objectives in terms of the gender policy?

The deputy registrars from both universities also showed an understanding of monitoring and evaluation. DRHR1 articulated,

It is a way of identifying, reviewing if the policy or programs in place are yielding the desired results.

DRHR2 said,

It is when we want to improve our performance and how we can achieve our goals so we check and see if we are in the right direction or not.

COD1 explained that monitoring and evaluation is when a university,

Articulates and follows progress of the implemented policy at production level or outcome level. It is that consistency in following up, be it quarterly, half yearly or yearly. When we talk about evaluation we are saying after we have monitored, we now assess. Are we making any progress? Are we achieving our results and what are the challenges that we are facing and what is the way forward?

In the same vein FGP1 echoed,

It is the entire cycle from planning to evaluation. What we have done and keeping track of how our policies are supposed to be implemented and what is taking place on the ground so as to improve the current and future outputs.

FGP2's views of monitoring and evaluation were,

Monitoring and evaluation looks at what we said in the beginning and check it against progress that has been achieved so far in relation to the policies and programs in place.

The above data reveals that the participants were able to define the concept of monitoring and evaluation as a way of looking at the checks and balances and what specific activities, programs and policies have been implemented. It is also a way of providing feedback to see how best positive impacts can be increased while eradicating the negatives towards gender equality and female leadership in universities. In other words monitoring and

evaluation is a way of reminding the policy makers and the policy implementers on what is the current situation with regard to the implementation of gender policy and enhancement of females to leadership positions and how it is likely to be addressed.

5.7.2 Reasons for carrying out monitoring and evaluation in Universities

Literature points out that universities appear to have failed to give answers to questions raised about dearth of female leadership and how gender policies will be monitored and evaluated. Hence, the participants were asked to respond to the question why monitoring and evaluation should be carried out. The participants revealed that monitoring and evaluation was meant to create transparency and accountability and also address key developmental priorities in their universities such as the importance of gender equality policies and promoting females in position of decision making. The following comments are indicative of the participants' responses. In a question form the PVC1 stated,

How can we modify the policy or the strategies that are being used when we do not monitor and evaluate? So you see we have to monitor and evaluate so that at the end of the day we can safely say, we introduced this policy and it impacted on our university community in this way.

PVC2 said the reasons for monitoring and evaluation was,

To see if our gender equality policy and programs are addressing those gaps in relation to visibility of females in decision making processes and also for accountability and transparency in what we do as a university in relation to gender equality matters, and this will make us more credible in promoting gender equality issues.

The faculty deans from both universities under study also responded. FD1 explained,

We know on paper monitoring and evaluation is important, but on practical part, we are yet to make a proper follow up on how we are implementing our policies to promote female leadership. This will assist us to know where we are going to avoid having questionable outcomes with regard to gender equality and female visibility in positions of leadership.

FD2 opined that monitoring and evaluation had to be done because it was through the results of the whole process that the universities could get the answers they were looking for,

This is important so that we are able to pinpoint success stories or failure while there is still time. We need to monitoring and evaluation because it is also a rolling plan which gives direction for the university in relation to how gender equality policies should be implemented so that females can be put on the map.

On answering the same question, the Deputy registrars, whom the majority of the participants referred to as the implementing arm of the gender equality policies and programs in place, also confirmed what was said by other participants. DRHR1 was of the view that,

It is a way of improving our policies in place and finding workable ways in which gender equality and diversity can be promoted. So, it is the results of the monitoring and evaluation process that matter most because it depends on what the university decides to do with the results that will either make a change for the better or for the situation to remain as it is.

Meanwhile DRHR2 elucidated that,

We have to monitor and evaluate so that we can link our past, present and future as this is bound to give us a picture of where we are going as far as promoting female leaders and gender equality in our university is concerned.

In support of the foregoing views, SAR1 had this to say,

When we came up with the gender equality policy, it was unanimously agreed that there should be monitoring and evaluation, and we were in agreement even with the specific areas to be addressed and also coming up with initiatives that would enhance the participation of females in relation to the short and the long term goals and objectives in relation to females at the top.

SAR2 also concurred with the above and added that reasons for monitoring and evaluation included keeping an eye on tenure and promotions as this could augment transparency on how females could be supported in their quest for recognition in positions of leadership. SAR2 said,

So, monitoring an evaluation is for accountability as this will also promote transparency on how female leadership should be improved, so we will be able to and solve any identified concerns that emerge from monitoring and evaluation results and how resolutions can be reached between the leadership and the employees.

In response to the same question, COD1 highlighted that when monitoring and evaluation is being carried out, it is to seek solutions on how to enhance female leadership through the policies and programs in place. While COD2 alluded to the following,

As public service providers, it is our duty to give feedback through monitoring and evaluation to everyone in relation to the policies in place and how lack of female leadership is being addressed through these policies.

The FGP's responses were also in agreement with what the other participants said. FGP1 highlighted that,

Monitoring and evaluation will give us the chance to identify the problems early. That is why even when we had our gender policy in place, the consultancy company that assisted us in implementing the policy advised that there should be a monitoring and evaluation unit if we are to see positive results. This will help the university to take corrective decisions so that optimal benefits can be gained by the leadership and its employees.

FGP2 highlighted,

We have policies in place, we have gender programs in place, we have gender modules in place and all these have been implemented to promote gender equality in our institution. For us to know if implementation was effective, we have to monitor and evaluate, the rest will serve as a valuable point of reference on what has been done, or is yet to be done in so far as promoting a gender equal university in terms of leadership is concerned.

The content from the above extracts indicates that all the participants gave valuable reasons why monitoring and evaluation of gender equality policies should be carried out in their respective universities. It emerged from these participants that monitoring and evaluation will enable the universities in question to timely identify gaps on the policies and the programs in place which will assist in enhancing females to positions of power. This will give the universities the opportunity to modify, improve and prove that monitoring and evaluation can be used as a tool for promoting gender equity and visibility of females in leadership positions. Therefore, monitoring and evaluation is a SWOT analysis which universities can use towards achieving the perceived outcomes.

5.7.3 The Role of policy makers and the policy implementers in enhancing female leadership through monitoring and evaluation

The introduction of monitoring and evaluation in universities means that all stakeholders have different roles to play as a way of instilling a sense of responsibility and ownership towards the whole process. In the interviews the policy makers and the policy implementers were asked to state the roles they played during monitoring and evaluation. PVC1 highlighted,

Not much has been done and the university is aware of the need to raise a number of people especially women on leadership positions and as the university management, we have been monitoring our own expectations through recruitment and if these expectations have been serviced by what is happening on the ground, so far we are disappointed with the results.

PVC2 explained,

To my knowledge, we have not done much of monitoring and evaluation. Observations yes, we do make but not in a systematic manner. These are issues including gender mainstreaming and affirmative action that need a systematic approach in terms of monitoring and evaluation. These should be taken up as one of the issues that need critical attention.

The DGS1 alluded that part of her role included hiring an independent party to carry out the monitoring and evaluation process,

Mine is a critical role of ensuring that monitoring and evaluation is in line with the initial goals and objectives of the gender equality policy. As a Director, my role is to engage an independent player during the whole process of monitoring and evaluation to avoid bias because it is important to hear our progress and weaknesses. This is because at times we may fail to look at ourselves critically so you need another person to do that. But so far no monitoring and evaluation has been done

FD1 had this to say,

My role is to review the progress made through the report that is presented to the FPCM but really not much has been done. Our monitoring and evaluation is still in the pipeline

FD2 noted,

Nothing, because we do not have a formal monitoring and evaluation office for monitoring the progress made in relation to the gender policy or growth of females in top positions. If it is done, then it is done unsystematically.

DRHR1 was also in support of the above and highlighted that this is an area that had been neglected by the university and quality assurance was being used as a substitute for monitoring and evaluation. She explained,

Monitoring and evaluation in relation to SGCS and gender policy has not been done. There was that missing link to make a conscious decision on how we would monitor and evaluate to improve our service because this is one area that not much attention has been given. People are simply looking at quality assurance as a way of monitoring and evaluation and if gender equality is being promoted. I believe it is very necessary.

DRHR2 elucidated that the management was guilty of failing to embrace the criticality of monitoring and evaluation. This was her response,

We are the implementing arm so you will find that we are monitoring particularly on the recruitment drive of females, but in terms of evaluation, I think that is where we need to improve to assess whether the implementation of the policy has been effective vis a vis the goals that we have. For instance, when the sexual harassment policy was implemented and the students knew about it, it made them aware that what being sexually harassed meant and so many students came out to report and a number of staff were implicated. This shows that monitoring and evaluation is important. For instance, when we are monitoring like in recruitment, we are implementing gender equality issues in relation to our policy.

SAR1 simply said,

No monitoring and evaluation has been done.

SAR2 responded as follows,

I believe as the faculty office our role would be to make sure we have adequate resources; human and financial and that there is a structure that we will follow when we monitor and evaluate and this should have clear goals on how the whole process will be done.

COD1 said that *monitoring and evaluation* required a lot of planning and explained as follows,

This needs a lot of planning and logistics so we would be expected to see that all the resources that we are going to need are in place before the monitoring and evaluation process kick-offs. But, most of the things are yet to be implemented because the policy is still new.

COD2 felt the role that they had to play was largely dependent on the university structure,

We do not have monitoring and evaluation that is really organized. So, what we have done is that as the GSC we ask our participants through our gender workshops and training to give us their views, to find out what content they understood, the concept of the program facilitated. Their responses are the ones that we use to evaluate ourselves and it helps us to also monitor our progress. But, nothing has been done in relation to monitoring and evaluation of the gender equality policy in place to see if the numbers have changes for females with positions of leadership.

The FGP1 also stated,

We draft the evaluation forms for workshops and we are responsible for distributing them and collecting them, analyzing the results and improving from the suggestions made from the emerging results of the evaluation forms so that we can infuse them in our gender initiatives as a university. But, carrying out monitoring and evaluation of policies in place, we are yet to see that happening this is one area where the university is very weak.

FGP2 summarized as follows,

There is nothing to monitor and evaluate, neither is there a framework to guide us on how to monitor and evaluate that is how bad the situation is; that we put policies in place and then we become silent about how we are going to make sure they address the problem that first pushed us to implement the policy.

One of the participants from FGP2 said there was no role that they were playing at all to see if the policies were being implemented. The participant explained,

As I said before on paper, we really planned well but along the line, we forgot to go back and remind ourselves if we are making a change or not. We have not monitored and evaluated and so you will find little change has been realized.

Ironically, though all the participants in both universities under study demonstrated knowing what monitoring and evaluation is and also gave solid reasons why monitoring and evaluation should be carried out, their responses indicated that no monitoring and evaluation had been carried out in their universities in a formal and systematic manner. There appears to be a lack of interest or driving force to establish or even have a fully-fledged monitoring and evaluation system in both universities. These findings are indicative that there is a dearth of capacity building in relation to monitoring and evaluation which can be used to track progress in achieving goals and objectives of the gender equality policies in place in relation to promoting female leadership. It may further be presumed that NU is not in a position to declare ten years down the line, in a transparent manner, if their intended results of attained of gender equality at all levels have been achieved as initially planned. Whereas in NU one of the reasons for failing to carry out monitoring and evaluation was because the participants highlighted that the policy was still new.

5.7.4 The Human Resource Department (HRD) as the responsible champions for carrying out monitoring and evaluation in Universities

It is widely known that a well set and well thought out monitoring and evaluation process undoubtedly gives institutions consolidated sources of information comprising of the negatives and the positives their policies. At the same time, it help institutions to reach informed decisions about the policies and the programs in place. In order to achieve the above mentioned, the researcher inquired from the participants who is responsible for monitoring and evaluation of the gender equality policies in these universities. From the results emerging from the interview with the participants, the results show that most of the participants believed that if monitoring and evaluation process was indeed existent in their universities, then HRD was expected to be responsible in spearheading and sustaining the whole process and making sure that all the relevant stakeholders were involved. It also emerged from the participants that monitoring and evaluation was also meant to be a participatory process involving everyone at different levels. PVC1 stated that monitoring and evaluation should be inclusive,

All levels should be included but this should be spearheaded by HRD and a consolidated report would be expected to come out that shows results of monitoring and evaluation process.

PVC2 also commented on the issues of participation from all levels and said,

If monitoring and evaluation was there yes, I would definitely play a role together with the HRD and the registrar's office, and the research office in this case is an important component and all other levels such as GSC. So far, we do have documents that speak to the issue on the ground which then monitoring and evaluation would be expected to feed to how we can address such issues through different university committees. So it means the results would go through different committees such as quality assurance. In doing this, we should be following our gender equality policy and the university strategic plan document on what it says about monitoring and evaluation.

In the same light, DGS1 elucidated,

The HRD and the registry will be responsible and from there, all the levels of the university will be involved because they have to participate in the monitoring and evaluation process so that their views can be heard. We are also meant to be using statistics through monitoring and evaluation to see if there is growth of critical mass of female in top positions. The problem is that a comprehensive monitoring and evaluation is yet to be carried out because we do not have a framework to show us how. But, what has been used before is the Result Based Management Application Framework and the university strategic plan.

FD1 stated,

HRD should be in charge of how we should monitor and evaluate, but at faculty level we do evaluate the programs we have in place and it can be through research, seminars and training workshops.

FD2 was of the view that,

HRD is responsible for monitoring and evaluation of gender policies so as to be able to evaluate the achievement and development of the problem on the ground. We also evaluate ourselves through our research output and workshops as these can help to steer our policy goals and objectives in the right direction.

DRHR1 said that though it was their responsibility to carry out monitoring and evaluation, there was need to train these individuals who will be involved in the whole process on how to carry out monitoring and evaluation to avoid the process being done willy-nilly.

Agreed yes, we have to make sure that there is monitoring and evaluation because the policies are housed under us but that is not the problem. Now that we have gender policy in place. You will realize that people do their own monitoring and evaluation without following the right protocol and we need expert manpower to help in the carrying out of monitoring and evaluation process.

Echoing the above, DRHR2 said,

As I stated before, we are the implementing arm and one of our roles is to monitor the process of selection and recruitment and we check what the policy says and what the departments and faculties have done following the policy. So, we are simply looking at the guidelines of the policy and what people will be implementing, but that is as far it goes, because no monitoring of the gender policy has been done so far.

Even the SAR1 and SAR2 and the CODs were in agreement with the majority of the participants when replying to the same question. Below are the excerpts of CODs. COD1 said,

HRD is in charge of this but, nothing really has been done concerning monitoring and evaluation. The gender gap is still rampant despite the fact that there are supposed to be reviews of gender equality policy and other existing university policies that touch on gender issues.

COD2 was of the view that HRD had to lead in this whole process to avoid nasty surprises due to failure of monitoring or evaluating the gender policies and gender programs,

HRD is to lead the whole process and make sure that it is time specific lest we forget. At times we might be unpleasantly surprised because if we wait until the end of the year and we find that nothing has changed at all. If you monitor and evaluate, you are likely to realize your goals and this calls for those in position of leadership to play their role to promote accountability issues. Unfortunately this has not been done.

Not all the participants in FGP were in agreement that that this was the HRD responsibility. The participants felt management was responsible for providing resources

while the employees would collect data during monitoring and evaluation process. FGP1 explained,

Everyone should be involved in the process from management to the students because all these levels have different support mechanisms that they can offer during the monitoring and evaluation process. For instance, the management will provide the resources for monitoring and evaluation while other levels will collect data analyse and interpret it.

Meanwhile FGP2 felt it was their responsibility to see to it that monitoring and evaluation was carried because they were the techno experts in this area and knew what needed to be done,

We are responsible for monitoring and evaluation. Together with the HRD and we should be looking out for the views of university community on gender equality, what they have learnt, what they think should be incorporated and which challenges they have encountered regarding promotion of gender equality at university level. Lack of monitoring and evaluation is lack of time and resources.

The impression emerging is that there are mixed responses from the participants. While some participants felt it was the HRD responsibility to carry out monitoring and evaluation, other participants felt this was meant to be everyone's responsibility to be involved in the whole process. The data also indicated that there is no framework to guide these institutions on how monitoring and evaluation of the gender equality policy should be carried out. As such, participants kept referring to the gender equality policy and the strategic planning document as their point of reference on how and when monitoring and evaluation should be conducted. Data indicates that policy makers and policy implementers require each other's services during monitoring and evaluation. For example, the university leadership may provide resources while the members of staff will be involved in reporting back on what is taking place on the ground in relation to promoting gender equality so that there is gender parity at all levels of the university. The information gathered also reveals that what the participants viewed as monitoring and evaluation was through research and the gender workshops that had been done in their universities, showing that the whole process is being done chaotically. Hence, the apparent hitches and hiccups about who is responsible for and how monitoring and evaluation can be carried out effectively and efficiently. The data above shows that there is need to have

an inclusive participation and consultation at all levels with regard to monitoring and evaluation as this will help to enhance better delivery of the gender agenda. This will enhance the involvement of every stakeholder so that the gender inequality gap in decision making processes can be minimized.

5.7.5 Closing the gender gap through monitoring and evaluation in Universities to enhance female leadership

The participants' response regarding how monitoring and evaluation could be used to close the gender gap in universities was indicative that there are quite a number of ways that universities can adopt. It emerged from the participants that universities could engage private consultants to carry out monitoring and evaluation to avoid bias, keep track of how many females entered the academic pipeline and how were they being retained, recruit gender experts, promote transparency and accountability, provide adequate resources, have monitoring and evaluation framework and indicators, identify gender blind sections and departments, and endorse a compliance department for monitoring and evaluation. For example PVC1 posited,

Monitoring and evaluation has to be taken seriously and the results must be made transparent to everyone so that those with suggestions of what should be done before another monitoring and evaluation process is carried out can say so.

PVC2 explained,

Monitoring and evaluation like research in general, tells you the true picture of what is going on and if you see you like what is going on, you either reinforce and you continue to build on the success or take corrective measures and put everything back on track if the results are negative. This will assist us to have a definite set of data in which we can base our decisions on as a university, then the gender gap is likely to be minimised.

DGS1 also gave her views as follows,

The gender gap is still very wide so we need to make use of monitoring and evaluation so that everything is visible and transparent. Through monitoring and evaluation we will be able to see where males and females stand and if there are positive indications towards the female enhancement, identifying the differences or gaps between males and females and this will send us searching for solutions.

On the same question on how monitoring and evaluation can be used to close the gender gap, the deputy registrars also gave their responses. DRHR1 stated there was need for gender technocrats,

We need gender experts in everything we do. If the gender gap is to be closed then the results of monitoring and evaluation processes, be it good or bad, should be acted upon. This will help to get concrete feedback on the issues of female enhancement and the realization of gender equality in universities.

DRHR2 alluded to the fact that there was a need to go back and address the existing culture and the structure of the university.

We have to go back to the structures and the culture of the university because as long as we monitor and evaluate and the culture does not change and the structure remain void of female visibility, then we will not have addressed the problem.

FD1 felt that monitoring and evaluation was ideal in closing the gender gap because the current situation in university was outdated in relation to gender equality issues,

At the moment, the gap is archaic and this calls for a team of monitoring and evaluation and implementers of the policy to meet and analyse the underlying factors and come up with initiatives that can close the gap.

DFD2 highlighted that having policies and strategies to promote female visibility on paper only with no theory attached to it was not the solution.

Gender gap can only be closed if we take gender mainstreaming, affirmative action, monitoring and evaluation seriously. It has to stop being a paper issue and everyone has to be involved from policy formulation, goals and objectives. If employees are fully involved right from the beginning, automatically they are empowered to help without hesitation and this will increase their interest in gender equality issues.

SAR1 was of the view that supported the foregoing assertions that the results of the monitoring and evaluation should be made transparent as this will make easy to see if the gender gap is closing or widening.

SAR2 felt it was important to have adequate resources in place to address the gender gap.

Enough resources should be injected into the monitoring and evaluation process because lack of resources leads to universities implementing but failing to make follow up. And the results should be made public be it they're good or not, to show that monitoring and evaluation was carried out formally.

COD2 highlighted that,

We need deliberate sensitization of the university mission and vision statements then we can recruit properly. That way, when we monitor and evaluate and if there are still evident gaps, then we can ask why the critical mass has not been achieved. It is important that we look at the recruitment and selection process when we monitor and evaluate, what strategies have been used for SDP. We also need to look at how many women enter the pipeline and what are we doing to retain them.

FGP1 stated that monitoring and evaluation should be done by a private consultancy to avoid subjective results.

For starters, this should be done by consultants to avoid bias and not by us because monitoring and evaluation is there for us to learn. It should teach us as a university, and the gender school, on what has been happening, what the problems are, and what we can do to rectify the problems. We need to use the results that emerge from monitoring and evaluation for better development and there should be specific auditors for that. In other words, we need a compliancy department for the whole process. The results should be used to correct those gender blind sections or departments.

The FGP2 also commented on the same question thus,

Monitoring and evaluation can also help universities and the country to close the gender gap by training both the boy and the girl child on gender issues at primary level so that by the time they reach university level, that gender gap will be a thing of the past. Gender knowledge is crucial so that the emerging results from monitoring and evaluation could either be seen as relevant and effective. The results of the monitoring and evaluation should also be used to measure quality and the quantity of the gender activities that are infused in the day to day running of the university so that empowerment can be promoted.

The above responses pinpoint that if all the suggestions raised by the participants from both universities understudy are effected, then monitoring and evaluation of the implementation of gender equality policies to enhance female leadership will not be an implausible dream, but a reality.

5.8 CHALLENGES IN IMPLEMENTING GENDER EQUALITY POLICY TO PROMOTE FEMALE LEADERSHIP IN UNIVERSITIES

Despite a variety of opportunities that the universities have tried to provide in a bid to promote female leadership, the participants were asked to state the challenges they had encountered in promoting the implementation of gender equality policies female leadership in universities. The majority of the participants from both universities revealed that there were a number of challenges which they encountered, some of which have already been highlighted in the preceding chapters. In addition, the responses given by the participants from other universities indicated that these challenges were common aspect in the strategies used to implement gender policy to promote female leadership and how these policies should be monitored and evaluated. The responses of the participants are given below.

PVC1 stated,

There is persistence of lack of respect for female voice and the males argue that even if positions of leadership are given to females, they are bound to underperform or step down because they are not keen to take up the challenges. These are some of the concerns that any policy will not be able to address because the people who need to be helped by these policies actually think they have their own roles to play as per the expectations of the society.

In addition, PVC1 stated,

Despite all the efforts we have injected, resistance is still rife. Therefore the challenge is that we do not adequate gender experts on board such as gender focal persons and points to assist us raise the bar in promoting gender issue. So, lack of appreciation and resistance continues to hinder progress in implementation of gender policies and promotion female leadership.

Accordingly, the need to maintain balance, quality and appoint the best breed also came up as a challenge from PVC2. These were his views:

The challenge is to be able to balance between the need to maintain, as a university, the minimum set standards that you would expect and at the same time address and appoint more women on board. It should never be seen as women are second best to men because it defeats the whole purpose. We want to be gender neutral, but it is a problem because when you apply a policy like that it

means females who have been disadvantaged will not be able to benefit. Gender stereotyping and male dominance which lead to overarched resistance, is the main problem, this had led to rejection of strategies such as affirmative action being used to promote gender equality.

The FGP2 lamented that,

We have gender ministries in place but the members of staff within those gender ministries are not gender people with gender expertise right from ECD levels, so it is a question of attitude at national level. We need to meet halfway to tackle the issues of gender seriously. These are real issues because females have been marginalized for a long time. But, the problem is that universities are too politicized. There is also too much factionalism.

The FGP1 articulated that gender equality and gender mainstreaming issues were still a new territory hence, copious challenges were still being encountered in universities,

It is still an unknown territory because we tend to focus more on the causes of gender inequality and less attention is given to how we can promote gender equality and female leadership in universities through gender mainstreaming and affirmative action. Though there is no gender budgeting done here, what is also missing is gender expertise. Behavioural change is needed so that the university can continue to create a gender sensitive environment.

FGP2 brought in a different perspective that was not raised by other participants and said that,

Lack of gender empowerment has led to some of our lecturers going to court because of sexual harassment. The seriousness of wanting to know about gender issues only comes when a lecturer has gender problems on his or her hands. More needs to be done because our students appear to be more capacitated than the university employees.

Meanwhile SAR2 was of the view that commitment from the female academics and support to each was in some instances being misapplied.

Well let me say the organizational culture may be gender sensitive but you will find that some women just do not work hard to prove the males wrong but still want benefits tied to top positions. There is also lack of self-motivation. Society still does not believe that females can lead because of our socialization. Currently, we have people in leadership who come from a straightjacket way of thinking. These old beliefs have to go. We copy so much from the western world why not copy some

of the practices that they have put in place to promote strategies that support female leadership.

SAR2 sentiments were commensurate with DRHR2 views who stated that,

While I try and act as a role model. You will find that we still have people who do not believe in female leadership. In 2011 and 2012, the organizational culture was not all that warm towards females taking over the top posts. As a result, I was in acting capacity for a long time before being promoted. I was being assessed to ascertain if I was going to be able to deliver the goods.

DRHR1 and DRHR2 buttressed the other participants' views but added that the other problem was lack of impetus in policy implementation and gender related matters. DRHR1 had this to say,

Initially, the turn up of workshops was very low because the employees were busy or they simply did not want to attend but those who came showed interest of wanting to know and learn. Though this is still a new phenomenon, with time we hope the university community will begin to appreciate why this has to be done. We also need specific policies that talk about the quota system. Women were disadvantaged for a long time and when we make conscious decisions to uplift them, this must not be met with resistance.

DRHR2 corroborated,

Initially, I think we took the issue of gender equality with so much interest and now it has somewhat become quiet and this has resulted in us as management not doing much in relation to continuous gender awareness making us guilty of failing to promote females in positions of leadership.

SAR2 felt that,

While there is support from the leadership, I believe we also need matching support from the employees of the university and identification of people with interest on gender should also be made and they can be used as change agents in universities.

Further to the foregoing views, the COD2 felt the level of commitment was questionable,

The challenge is on facilitating these workshops. On numerous occasions the workshops have been cancelled after we have reached advanced stages. Questions were raised from the management that the days we were proposing to

hold the workshop were not suitable. In the end, all the plans went down the drain as we were told we would be intervening with the staff members working programs.

COD1 directed the challenges being faced to the bad economic situation and the need to have GFP throughout the whole university. The following is an extract from COD1,

Everything melts down to time and money. Budget allocations continue to be a stumbling block. Our economy is in a very bad situation. We may have very good ideas but nothing can be achieved if funds are limited. We have managed to bring in NGOs to offer us pockets of support and other gender organizations because these are committed to gender issues. Therefore, their inclusion is seen as a way of helping us to improve on gender impartiality and how we can strategically come up with ways of putting women on the map.

COD1 added,

Patriarchy continues to be huge hurdle and at the same time there are certain facilities that we are yet to provide such as formalised monitoring and evaluation to ensure that we have in place different strategies that supports female leadership. We are a growing university and government is not giving us enough funds to cater for gender structures. For female leadership to be promoted, we do not need to make short-term but tangible and long term gender structures.

The COD2 explicated that,

There is always lack of political will. The university needs to ask questions on what is taking place in the offices, lecture rooms and around the university and a general understanding of the implementation of gender equality policies to enhance female leadership means across the university. Though sensitization has been used to alleviate these challenges, these have been limited.

The DGS1 expounded as follows,

Lack of manpower and gender expertise to help us spread the word through workshops, training and research and teaching is the major problem. This has been made worse by the freezing of appointments by the Government. But, as soon as this is lifted, we are bound to have more manpower that should help to close the gaps that we are currently experiencing. There is lack of qualified and experienced pool of females to pull from. Those women who can act as signposts and role models are lacking in the university system.

From the foregoing sentiments, one gets the impression that though universities have gone through intensive transformation in relation to the implementation of gender equality policy, challenges continue to be experienced in both universities. Moreover with the existence of gender equality policy in both universities, one would expect to see positive changes. In short, lack of gender experts, and financial capacity in universities hinders the implementation of gender equality policies and enhancement of female leadership in both universities. This points yet again, to lack of gender budgeting in universities. There is need to strengthen the processes and mechanisms which are specifically aimed at promoting female leadership and gender equality in universities such as adequate gender training and workshops. The question here is, how can both universities generate funds to sponsor for a prolongation of workshops and gender trainings which will be adequate to build up proficiency and understanding on why critical mass of females should be attained in top positions? It is also clear that the adoption of strategies such as a gender sensitive organisational culture, gender mainstreaming and affirmative action as strategies for promoting gender equality and female visibility onto positions of leadership is very important for both the policy makers and policy implementers. Lack of knowledge on the use of these strategies and gender equality issues continues to hinder transparency and accountability in the implementation of these strategies. It may be deduced that the current situation in both universities may be due to lack of monitoring and evaluation of gender equality policy vis a vis enhancement of female leadership. It may also be assumed that these challenges are related to the fact that whatever programs and activities that are being done by both universities, these are being done without a change to the existing organizational cultures and gender structures in place making it difficult to penetrate the existing status quo of gender inequalities in positions of leadership in universities.

5.9 CHAPTER SUMMARY

The data presented in this chapter were gathered through face to face interviews, focus group interview and document analysis and are the results of the empirical study on the implementation of gender equality policies to enhance female leadership in Zimbabwe universities: Towards a comprehensive framework. To analyse data collected, the

researcher used thematic content analysis to assist in synthesizing the research objectives. This provided the opportunity for establishing the extent to which the study was able to answer the main research question.

The findings of the study revealed that internal and external gender expertise, top-down and bottom-up consultations had been made by both universities for policy formulation. In addition it emerged that the policies were formulated in line with international, regional and national gender resolutions to promote transparency in goal and objectives of the policies in place. The results highlighted that the university leadership and HRD were responsible for ensuring that these policies are implemented. Meanwhile, there was evidence that positive strides had been made through enactment of gender structures in the selected universities. This was evidenced through the gender studies centres and gender school and gender library respectively. These structures were being used to irradiate the significance of the gender awareness agenda, gender equality among both genders and teaching and learning centres for students and employees among the university community and visibility of females in top positions. It was revealed through the results that the gender structures had been enacted in line with and state policy which is the ZNGP of 2013.

The presented data indicated that both universities were striving to promote an organisational culture with an open door policy at all levels, promoting an organisation culture that enhanced transformational leadership, promoting gender awareness among management and employees through gender workshops and trainings, and infusion of gender matters in the strategic plan documents. However, it emerged that top leadership in both universities was still in the hands of male academics and there was dearth of female in leadership positions. There was evidence through the participant's responses that both universities adopted gender mainstreaming and affirmative action as strategies to promote female leadership through teaching and learning, research and publications, recruitment and promotions and inclusion of gender issues in university activities. However, the responses emerging from some of the participants were indicative that not everyone was bound to know how to mainstream gender issues. In addition, most of the participants were of the view that it was not clear how affirmative action was being

implemented in their universities. Reason being, university leadership was not consulting lower level employees on issues pertaining to implementation of this strategy. Furthermore, the majority of the participants felt that affirmative action should not be used as a measuring yardstick for addressing dearth female leadership in top universities in universities because career trajectory in universities was through excellence and competency.

Meanwhile, the findings of the study showed that the selected universities had not formally carried out monitoring and evaluation of the gender equality policies in place to gauge the strength and the weakness of these policies vis-a-vis enhancement of female leadership in universities. In addition, there were a number of challenges that were encountered by both universities under study while implementing gender equality policies in a bid to promote female leadership. For instance, it emerged that there was lack of gender knowledge, lack of consultation especially in the lower levels with regard to promoting gender equality issues and implementation on gender policies in one of the selected universities, lack of adequate financial and human resources, lack of GFPs and limited gender training and workshop to promote gender awareness. Despite the aforementioned negatives, there were some identified pockets of good practices implemented by both universities to address the phenomenon under study. These were, the enactment of gender policies, inclusion of gender matters in strategic plan documents, implementing gender equality through affirmative action, inclusion of external and internal gender experts to promote gender awareness, community engagement from different NGOs, gender training and workshops though limited, teaching and learning of gender module, research and publications on gender matters and capacity building programs for both male and female academics.

The results of the data presented in the foregoing chapter provide the background for the discussion of findings in the next chapter and how this may contribute to the existing body of knowledge.

CHAPTER SIX

DISCUSSION OF FINDINGS

6.0 INTRODUCTION

This study was conceived with the aim of investigating the implementation of gender equality policies to enhance female leadership in universities, towards a comprehensive framework. In order to accomplish this intention, three main research questions and objectives were formulated to guide the study. This chapter provides a discussion of the findings as per the objectives of the study stated in Chapter 1, the theoretical frameworks discussed in Chapter 2, review of related literature highlighted in Chapter 3, and how the results link to the data analysis and presentation in Chapter 5. This is done in order to assess how the research objectives have been achieved. In this chapter, each broad theme is in line with the sub-research questions which demonstrate, in an explicit manner, the interrelatedness of both universities on issues pertaining to the implementation of gender equality policies and enhancement of females in leadership positions. The chapter begins with a synopsis of the concept gender equality.

6.1 GENDER EQUALITY IS GENDER JUSTICE

Right from the beginning of the data collection, it was paramount to find out from the participants in the study what they understood about the concept gender equality. From the findings of the study, it was evident that the participants understood the concept gender equality as equal opportunities given to both genders in the development process. The findings of the present study commensurate with definitions of Powell (2016) and Bustello (2016) that gender equality is the equal rights for females and males and has become a widely accepted political goal and vision. These findings were also consistent with the reviewed literature, that gender equality is the ability of men and women, boys and girls to enjoy the same status and have the equal opportunities so as to realize their potential and contribute to the well-being of their community and country at large (Rutoro, et al, 2013 and UNESCO, 2006).

To clearly examine the implementation of gender equality policies to enhance female leadership, the key constructs related to operational gender equality policies, how they were formulated in both universities and how this has worked out both in short and long term perspectives are explained in the following section.

6.1.1 Operational gender equality policies in Universities

The study also sought to find out from the participants, if there was any gender policy that had been implemented to assist in promoting gender equality and parity in positions of leadership. According to Mama (2008) the implementation of gender equality policies and a conducive organizational culture are considered vital strategies that can promote female leadership in universities. The findings showed that both universities had implemented a gender policy to assist in addressing gender imbalances while also promoting visibility of females in positions of leadership. The findings of the study match those of a study by Kubuabola, Rich and Shah (2016) which indicate that the current picture in universities shows that there is need to develop gender equality policies and initiatives that will increase female academics in leadership roles.

Moreover, most of the participants were of the view that it was HRD and university leadership responsibility to ensure that the policy is implemented. According to Timmers, Willensen and Tjidsens (2009), to address scanty leadership of females in positions of formal power, employers and HRD are expected to implement various gender equality policies and programs that will assist in endorsing the gender agenda. Also in agreement with the results of the study is research by Ayako and Ayako (2016) that implementation of gender equality policies and female leadership has been driven through conducive organisational cultures that supports the use of both bottom-up and top-down pressures. However, Starmarski and Son Hing (2016), in their study done in Canada, is not in line with the findings of this study. Starmarski, et al. (2016) posit that most of the gender disparities are caused by HRD because it influences what transpires within a workplace. As long as the HRD, leadership, the employees and the organisational culture do not work together, this will lead to gender discrimination. Results of collected data were in line with the top-down theory which represents the policy makers' views Paudel (2009) and the bottom up theory which points out that policy outcomes, goals and objectives

should not be left entirely in the hands of the top management, but that of the policy implementers as well Lipsky, (1980).

Furthermore, it emerged from some of the participants in the FGP at WU and from one of the PVCs that the implementation of gender equality policy, should not be compartmentalized. Instead, all the stakeholders should be involved so as to enhance good cooperative governance. According to Scroufe, Liebowitz and Sivasubramaniam (2010) the HRD, as the policy implementation arm, may lack knowledge and understanding of policy and action that would assist in sustainability and female leadership in universities hence, participation by all is vital. Furthermore, the outcomes of the study demonstrate a link with Mama's (2008) study that to avoid reproduction gender inequality, everyone should be involved in all aspects of institutional development and planning so that universities can be viewed as institutions that can produce individuals who are equipped to promote the gender agenda (Maurtin-Caincross, 2014; Olaogun, 2015).

Another important fact that was identified from the study was that at WU, though their gender policy was enacted 10 years ago, the COD and the academics were not content with the progress made in comparison with the number of years that the gender policy had been in place. The findings of the study also showed that the gender committee in WU had been dissolved implying that this committee had been set up for extemporized purposes only. Thus, making gender issues almost insignificant and a non-issue. This means that failure for these policies to yield positive results can be linked to lack of support from university management and inclusion of policy implementers in the implementation process thus, creating an implementation gap. According to Krawiec (2016) with adequate support from policy makers (university leaders), conducive organisational culture and ideal strategies for promoting female leadership, there are high chances that the gender gap in positions of leadership will be reduced through proper implementation of gender equality policies. There is need for universities to be proactive in adopting strategies to accelerate females into positions of leadership while at the same time promoting important organisational structural and cultural changes through their operational gender equality policies (Ford, 2016).

6.1.2 Top-down and Bottom-up consultations on policy formulation

Scholars like Zhou (2016) posit that a gender policy provides a framework that enables universities to undertake initiatives that are mutually beneficial and lead to the endorsement of gender equality and ensuring there is redress in all forms of gender discrimination. In this study, the emerging findings showed internal gender expertise was sought in WU, while, NU made use of both internal and external gender expertise in the formulation of gender equality policies in both universities. The utilization of private consultants in the implementation of the policy shows that transparency and accountability was taken into account by the university in question. Synergetic relations between leaders and subordinates are critical whereby agreement over priorities and realistic outcomes are discussed. These findings are buttressed by Woods and Miles (2014) and Arshed, Mason and Carter, (2016) who state that the involvement of policy makers and policy implementers in policy making addresses the problem of policy makers (university leadership) deciding what should be best for employees instead of involving them in the policy. The top-down approach adopted for this study supports the emerging results and states that, while policy implementers are not expected to question the policies but to implement them (Koonzt and Newig, 2014; Pulzl and Treib, 2007 and Sibanda, 2011), it is also advantageous to use the bottom-up approach. This is because it is the formal and informal relationship of the various sub-systems involved in the making and implementation of policies by all stakeholders that can promote female inclusion in decision making processes. Thus, making it easy for the policy makers and the implementers to understand the complexities of the policy making process while at the same time enhancing ownership of the formulated policy among all stakeholders.

Another important issue that emerged from the finding of the study was that in one of the universities, the VC was the brainchild behind the implementation of gender equality policy and was also the chairperson of the gender committee which unfortunately, was now redundant. Thus, such a move by the VC is commendable and research studies are in support of such decisions as shown by a study done by Aissetou, Akinagbe, Alfred, Sebastian and Mpiro, (2015). These researchers posit that implementation of gender equality policy in universities is usually the initiative and commitment of individuals such

as the VC, PVC and Deans and is used as a way of integrating gender into the university as a whole. In this case, the top-down approach was utilized by the leadership in WU so as to have total control over the policy outcomes. However, it may be implied that lack of involvement of all stakeholders which is not supported by the bottom-up theories appears to have worked to the disadvantage of WU because 10 years down the line, lack of female leadership still existed. This was despite the fact that female representation has risen from 10% to 32%. This study does not support the use of top-down theory because it tends to eliminate the players on the ground. Yet, sound relationship between both players plays a critical role in determining the impact and the effectiveness of the policy formulation towards enhancing females in decision making processes. Through the findings of the study which are supported by literature and theory, it is clear that universities might be operating with no clearly defined procedures on who should be involved and what role should they play in the formulation of the policy. Thus, lack of involvement of all stakeholders may militate against all efforts to promote gender equality. It is evident that there is a gap between what is being practiced on the ground in relation to promoting gender equality and a critical mass of female in top positions in relation to what is stipulated within the WU gender equality policy.

Another finding of the study was that at WU, only the GSC lecturers considered as gender experts were involved in the implementation of the gender equality policy and formed part of the gender committee. A study by Wodschow, Nathan and Cerittii, (2016), writing from a Cameroonian context, highlights that exclusion of relevant and interested parties in the policy implementation often leads to policy ineffectiveness. The authors note that the inclusion of lower rungs of employees termed the street level bureaucrats, be it they are gender experts or not, and using bottom-up theories increases sense of ownership in policy making, thus leading to greater support from them.

In the same line of thought, Heidbreder (2012) asserts that the inclusion of those at the lower rungs is an assurance that an institution is applying good governance in its leadership which, in turn, promotes effective policy implementation and a sense of belonging and commitment to the policy implementation. Though the leadership WU attested to the GSC being involved, the COD and the academics who were part of the

gender committee highlighted that, despite the set goals and objectives of what the policy was meant to achieve, there was a dearth of gender knowledge from the university leadership, as such there was divorce between theory and practice. A study entitled 'Can changes to gender equality be sustained?' by Eriksson- Zetterquist and Renemark (2016) is in support of the data emerging from the present study and states that challenges always emerge when the formal aims of gender policy implementation and female leadership need to be translated into action because of lack of in-depth gender knowledge especially from those in positions of power. Interestingly, these authors further add that knowing about and performing gender issues is one among many other factors that a competent member of any given society must learn, and the few who refuse to learn are considered strange, especially in this 21st century.

It may be inferred that gender knowledge among university leadership is necessary be it there is inclusion of gender expertise or not in the policy implementation process. This will assist the university leadership to realize the importance of having a gender equal institution that promotes equal opportunities to both genders. This calls for a change of the organizational culture such that the values, attitudes and the beliefs showed by members of staff towards the gender matters are the same. Mlambo and Mabokela (2016) do not concur with the findings of the current study. They advance it is not about lack of gender knowledge that exists in universities. But, it is gender insightfulness and the rigid nature of workplace environment which act as key impediments to representation and recognition of females in top positions in universities.

A different perspective was raised by COD who highlighted that focus on gender equality in university had shifted goal posts to promoting gender knowledge among students through teaching and learning of gender modules. Scholars such as Guiffe and Rattoo (2016) are in support of the above. They state that gender knowledge among university students is paramount because it promotes a gender equal environment in universities that preserves equal chances for both male and female students because they are the future academics and workforce. Therefore, there is need to sensitize them before they exit the university system. Nonetheless, though attention has shifted, universities still need to find a balance and promote gender equality issues even among the whole

university community, especially among academics because these are the very same people who teach students about gender awareness in lecturer rooms. This view is supported by Zhou (2016) and Losike and Sedimo (2015) who note that academic staff should not be ignored in the process. Instead, efforts should be made to assist them employ methods of inclusion and incorporate gender issues into the whole university community.

6.1.3 Transparency in goals and objectives of gender equality policies in Universities

Concerning transparency in goals and objectives of gender policies in universities, it was found that both universities employed divergent strategies to ensure that the goals and objectives of the gender policies were clearly articulated. It was revealed in the study by the majority of the participants that the goals were transparent and in line with the international, regional and national gender resolutions policies namely; CEDAW, BDPf, MDGs, SDGs and the ZNGP. This is a clear indication that the goals and objectives of their gender equality policies were not farfetched. They served as a tool for promoting gender equality while at the same time being in line with international instruments and commitments that support female visibility in decision making processes.

If further emerged from the participants that these goals and objectives had time frames which showed when empowerment and visibility of female leadership would be achieved. According to Status of Women Canada (2004), transparency in goals and objectives of gender policies is paramount as both policy makers and implementers can be in a position to see if the goals are measurable and achievable in relation to policy implementation. The results of the study are further supported by the view of Howlett and Ramesh (2009) and Klenk and Lieberherr (2014) that to avoid ambiguity, policy goals need to be clear so as to promote accountability and acquiescence by all. Furthermore, the current findings correspond with the top-down theory used that posits that goals and objectives of any policy must be transparent. However, the findings of the study differ from what emerged in the studies of May et al. (2006) and Thomann, Lieberherr and Ingold (2016) concerning the use of the top-down theory in enhancing transparency in goals and objectives of gender policies. These authors state that goal clarity hinders the implementing actors in reacting to the challenges arising during the implementation process. Hence, they may

find it very difficult to correct policy failures and fulfil their tasks as expected (Lipsky, 1980).

The results of the study show that some of the participants felt that the goal and the objectives of the gender equality policies were too ambitious and could prove difficult to be unattained especially where there is inadequate financial and human resources. Supporting these sentiments Arshed et al. (2016) postulates that at times, specifying policy goals and objectives is difficult. Thus, it is not uncommon for equivocal thoughts to masquerade as objectives which are indistinct, perplexing and not speaking to the primary issues such that their outcomes negatively affects promotion of female academics into positions of leadership. The findings of the study are commensurate with the foregoing authors' views because it was revealed that some of the suggestions made by the policy implementers in regard to the goal and objectives were not incorporated in the gender equality policy at NU. Therefore, one would ask, how will females be promoted in top positions and most importantly how can monitoring and evaluation be carried out using goals and objectives that are not clearly stated? These findings are also consistent with top-down theory which highlights that ambitious goals and objectives may be because those at the top of the hierarchical ladder will obviously focus on factors they can easily manipulate. However, holding a relatively high degree of discretion by both university leadership by failing to include the whole university community and incorporating some of the street level bureaucrats' propositions may negatively affect the whole implementation process in these institutions. This is because such a move may indirectly enable the policy implementers to alienate themselves from policy implementation and to make ad-hoc decisions and policy changes to suit their needs such as sabotaging efforts to enhance female leadership.

The consistence in the findings of the study in both universities versus the literature reviewed is indicative that political will from university leadership and its employees needs to be promoted. This calls for utilization of both top-down and bottom-up theories adopted in this study. Matland (1995: 158) state that from a bottom-up perspective, "the clearer the goals, the more likely they are to lead to conflict". Whereas, Winter (2003) is of the view that policy implementers should not respond to rules just like that but, should use

their discretion to adjust them as this will assist them to be politically and contextually responsive to any arising issues that pertain to the implementation of gender equality policies and female leadership in universities. This can promote realisation of organisational goals and objectives and a critical mass of females in top positions over a period of time.

6.2 GENDER STRUCTURES AND ENHANCEMENT OF FEMALE LEADERSHIP IN UNIVERSITIES

The establishment of gender structures in promoting gender equality cannot be understated in universities, especially in enhancing female academics into positions of leadership. Below is a discussion of findings on the role that gender structures play in universities in relation to the research under study.

6.2.1 Gender structures and promotion of female leadership in Universities

According to Hark (2016), there is need for new levels of discourse and academic table manners through the initiation of different gender structures which will assist to illuminate female academics' stories and their career trajectories in universities. This is because females continue to be rarities in the academic circles especially in leadership positions. It was critical that the participants were questioned if they knew what gender structures are within a university context. Thus, a prevailing variable that emerged from the findings of the study was that gender structures are different gender initiatives and programs which universities use to promote issues of gender equality. These should comprise gender schools, gender committee, gender focal points and persons, gender activities, programs and gender experts put in place. The findings of the study lend support to a study by Adunsah-Karikari (2008) which state that gender structures are meant to initiate, advise, monitor, evaluate, organize and disseminate information on gender issues. Bruitwan et al. (2015) writing from a regional perspective, are also consistent with the findings of the study. They state that gender structures are units or centres that should set out to educate, inform and conduct gender related research, teaching and learning, as a way of addressing gender disparities. This implies that the participants were aware and were cognisant that the existence of gender structures are meant to be a point of reference and may be used as signposts by universities in a bid to promote

implementation of gender equality policies, gender equality, and enhancement of females in positions of leadership.

6.2.2 Existence of gender structures to promote gender equality and female leadership in Universities

The study also sought to find out if there were any gender structures in place to promote implementation of gender equality policy and female leadership. An important finding that emerged from the findings of the study was that both universities had gender structures in place namely; gender studies centre, gender library and the gender school; these were used for promoting a collective investment in gender equality in universities. In line with the study findings is Losike-Sedimo's (2015) idea that gender equality is highly visible through establishment of gender structures and committees whose major role is to oversee the implementation of gender equality policy and promotion of gender awareness in universities. Furthermore, the findings of the study are in line with Martins and Bernard (2011) assertion that the mere existence of gender structures shows that they are proactive components of the processes of the professional turn in academia and a driving force in leadership reforms.

An earlier study by Strathem, (2000) confirms that the existence of gender structures in universities is nothing to write home about. This scholar highlights that gender structures are seen as "audit cultures" as some universities may be putting up a front yet there is lack of commitment toward using gender structures as a way of promoting gender equality and females in positions of leadership. What was highlighted by this scholar is commensurate with the findings of the current study. It emerged at one of the universities that though part of the leadership alluded to the fact that there was a gender committee, the policy implementers indicated that the gender committee had been disbanded. Moreover, even in the analysed documents, it emerged that in all the university committees, there was no mention of the gender committee within the current university calendar.

The existence of the gender library at NU may be viewed as a pocket of good practice in addressing gender disparities in universities. In support of such a practice, Mulungeta (2012) posits that gender libraries in universities serve as resource centres and are critical

in promoting gender issues and buttressing the university commitment towards gender policies and female visibility in top positions. Hence, what is required is commitment and collaboration by all stakeholders. This is consistent with literature reviewed which showed that the importance of having gender structures is for all stakeholders to work together at all levels so that gender equality can be achieved.

6.2.3 The role of policy makers and policy implementers in promoting gender structures to enhance female leadership in Universities

The study also sought to establish the role of leadership together with the academics in promoting gender structures in universities. It was established from the participants in both universities that it was critical that all gender equality protocols be adhered to in putting gender structures in place and these had to be in line with international, regional and national gender policies and conventions. During data collection, it also emerged that it was the role of the university leadership and its employees to promote gender balance and ensure that gender centres and schools are not service departments. But, they should be gender structures that promote innovations and create gender awareness in the university community whilst working in collaboration with the government and the NGOs and the surrounding communities. Mulungeta (2007) and Britwum et al. (2015) also share the same views with the findings of the study and highlight that one of the roles of the university management and its employees through gender structures is assisting in the dissemination of information on gender equality matters, working hand in hand with other institutions, and designing institutional policies that assist in the implementation of gender structures so that the concept of gender parity at all levels can be enhanced.

The role of the university leadership and the policy implementers was also expounded in the review of related literature where some scholars argued that the university leadership and its employees need to be involved in various gender structures to ensure their continuity and effectiveness in promotion of female leaders. Further to the preceding views, it should be highlighted that the findings of the study were in tandem with the top-down and bottom-up theories which highlight that while the policy makers' views are embedded in both theories, the needs of the policy implementers are also illuminated in the formulation of the policies for gender equality (Saari, et al. 2015). These findings may

explain why research shows that the promotion of gender structures must be a collective task by the whole university community (Mbomgo-Endeley and Ngalig, 2010). This will assist in promoting sustainable development and serving the society beyond the towers of scientific knowledge.

It was further established from the data collected through the DGS and FD at NU that the beliefs and the values of an African culture were also promoted within the gender structures to avoid gender structures that are Eurocentric in nature. These sentiments were in line with the mission statement of NU. In addition, as early as 1996, Mama stated that while promoting gender equality policies, gender equality and enhancement of female leadership, the universities should ensure that they come up with home grown theories taking into account that the experiences of African female academics may be different from those of their counterparts in developed countries. In line with the findings of the study, Awumbila (2007) states that while it is imperative to use ideas and theories done elsewhere, it is necessary to re-operationalize some of these basic concepts used such that they are grounded within the local context and culture of the institutions. Such a move is a way of demystifying the myth that gender structures are meant to focus on females' practical needs only. Rather, they are meant to embrace the cultural beliefs, values and norms within the society and blend them together through infusion of different strategies that can be used to address the unequal gender relations between males and female. It may also be added that at NU, there were different kinds of posters with gender related inscriptions. This was an indication of the support and commitment that the gender school has towards disseminating information about gender equality and equal representation of both genders in top positions.

An important factor that emerged from the chairpersons was the need for training courses to help instil an in-depth understanding and knowledge on gender and the gender structures in universities. Their views were supported by both FGPs who buttressed the view by citing that as the custodians of the gender equality policy and promotion of gender equality, it was their role to provide training, research, teaching and facilitating workshops. In line with the FGPs' views Britwum et al. (2015) argue that gender structures are meant to approach headlong, the truism that their success relies on the ingenuity of their

founding personnel and not on human and financial resources that are provided by leadership, who in most cases, may provide the necessary resources as a way of living up to their political responsibilities towards the gender structures. But, may lack genuineness in the process. Ndebele, (2014) also highlights that policy makers tend to make empty promises coupled with lack of assurance and support of gender structures.

This means that the role of the university leadership, who in this case are the policy makers, and its gender experts, who in this case are the policy implementers, is not only about adequate resources but, to make sure that all the gender structures and units are transformative, liberatory and emancipatory. This is in line with the feminist critical policy analysis theory utilized in this study which is grounded on its sensitivity to gender injustice and imbalance, as well as its effectiveness in providing ways of revealing the oppressive structures within academia which have perpetuated male leadership for a long time. The theory sheds light on invisible, but significant values that have been ignored in the implementation of gender equality policies and how they can enhance female leadership in universities.

6.2.4 The role of Gender Focal Persons and Points in Universities

The current study also sought to find out if there are any gender focal points and persons in both universities under study. The findings of the study indicated that there were no formalized gender focal persons or points. The gender structures in place and the gender lecturers were expected to play these roles. It further emerged that full time employees who were expected to be gender focal persons or points were yet to be recruited to work with the policy makers and the policy implementers, thus showing low status given to the role that is meant to be played by gender focal persons or points in both universities. Suda (2002) and Ismail (2012) state that the establishment and the strengthening of gender focal persons or points with enhanced capabilities and qualified staff are crucial steps that assist in promotion of female leadership through leadership that is transformational and supports adoption affirmative action and gender mainstreaming to promote gender equality. It may be deduced that lack of gender focal persons or points in this study may have potentially hindered effective documentation of females' and males' gender issues in both universities because those who are responsible for the

gender focal persons or points are already burdened with other responsibilities such as teaching, research and community engagement.

Manyire and Akepe (2013) and Bischof- Sambrook (2002) support the above and highlight that universities use their gender lecturers to be their gender focal persons or points and this usually compromises their effectiveness. Reason being they tend to be overwhelmed with all gender related work over and above their own academic workloads. Gender focal points and persons are therefore, crucial because they can assist in facilitating gender activities and sharing of information on gender issues in a catalytic manner. The findings of the study also showed that none of the staff members in both universities had received formal training to be able to enhance their capacity in leadership, communication and advocacy skills as gender focal points or persons. According to Mshanga (2007), lack of training of gender focal points or persons leads to poor implementation of these structures which in turn leads to major pitfalls in promoting the gender agenda. It is clear from the findings of the study that the gender focal points or persons are being operated unsystematically and as such, may not yield the expected results.

Meanwhile, Kariuki (2011) argues that universities might not be totally guilty of failing to have in place gender focal points or persons. This scholar states that inadequate resources, human and capital, inadequate prioritization of gender matters, inadequate structural linkages on how to run the gender structures, and limited technological capacity are some of the major reasons why universities are yet to formalize gender focal points or persons. However, Adunsah-Karikari, (2008) argues that the problem might not be about funding but a lack of commitment by leadership towards fully functional gender structures. In the review of related literature, (Tassew, 2010) concluded that commitment towards gender structures in universities is questionable because gender structures in some universities are there by name only and lack formal and regular means to disseminate gender awareness and causes. As such, official backing of gender structures remains questionable as dearth of female leadership is still being experienced.

Accordingly, Galia, Lentz, Max, Sutan and Zenou, (2016) suggests that nowadays universities are run like businesses. Therefore, universities should make an effort to source for funding so that priority can be made to have gender focal points that are fully functional. Reason being, they are useful for taking decisions related to gender and should be put in place as key strategies for coordinating gender mainstreaming processes throughout the whole university. Therefore, the common thread in these findings is that policy implementers place leadership commitment as the primary panacea which can assist in collaboration and team work towards gender structures. Borrowing from Kasic, (2016), commitment towards gender structures in universities should be treated as a tool for addressing and striving for change in the existing attitudes that promote gender inequalities in universities.

6.2.5 Attitude of Universities towards gender structures as a tool for gender equality and female leadership in Universities

According to Britwum, et al. (2015), in spite of the approval of gender structures in universities, it has emerged that these structures have time and again engaged with institutional cultures that are expressed in management and personal attitudes within universities which may lead to their marginalization and outright rejection. Consequently, the findings of the study echo the above sentiments. It emerged from some of the leadership that hypocrisy among university leadership and community in general was rife and made it hard for positive attitudes to be developed towards gender structures in place. The findings of the present study are also corroborated by Shackleton (2007) who highlights that attitudes remain negative because of the low prioritization given to gender matters and gender structures in universities. On the other hand, the DGS at NU highlighted that the attitude towards gender centres and structures were slowly changing for the better. Credit was given to the number of workshops that had been held, with the university community being addressed by international, regional and local gender experts.

The participants further stated that a change for the positive in gender structures in place was largely dependent on the present leadership attitude and style which promoted transformation and a gender sensitive organizational culture. Endorsing the finding of the

current study is Britwum et al. (2015) who asserts that a university is never complete as long as it does not have the support of its leadership towards its gender structures. Hemming (2011) also highlights that gender structures are likely to be institutionally supported where there is positive attitude and teamwork such that these structures are viewed as positively effecting gender mainstreaming or gender and development agents. These findings, the researcher believes, are the reason why it is important to have policy makers and policy implementers that support gender structures and initiatives. This is because it is more problematic to implement a gender sensitive inquiry within a context in which there is lack of support towards the existing gender structures.

On the other hand, the outcomes of the study demonstrated that there were pockets of good practice through the use of gender structures to address the phenomenon under study. For instance, there were gender schools, a gender library and gender studies centres to address gender disparities. Moreover, at NU, it emerged that these gender structures had an Afrocentric flair taking into cognizance that developing and developed countries had different cultural beliefs and practices. There were clearly labelled posters with inscriptions on how to promote gender equality and promote females in decision making processes and programs especially tailor-made for male academics educating them on gender equality issues. The findings also revealed that there had been a couple of training workshops, involvement of community and NGOs such as MSASA, PADHARE, involvement of gender experts from international, regional and local universities, research publications on gender related matters and university-wide taught module on gender equality at all levels. All the above mentioned were indications of pockets of good practices in both universities under study.

This means that once there is adequate support and existence of pockets of good practices within the existing gender structures, then both universities may be in a position to identify and implement different strategies to enhance female leadership in conjunction with the implemented gender equality policy. Hence, the following section discusses different themes that emerged on using different strategies to enhance female leadership through the implementation of gender equality policies in universities.

6.3 ORGANISATIONAL CULTURE AS A STRATEGY FOR PROMOTING FEMALE LEADERSHIP IN UNIVERSITIES

In 1997, Rao and Steward stated that gender and development, were critical by highlighting that

“What we are aiming at is organizational transformation. We are not talking about organizational development, nor about organizational change. we want to move organizations in a direction that can accommodate, cherish, and foster the creativity and the productivity of women, (men, young, old people) of differing ability. We want organizations (universities) to incorporate goals and values that are life-affirming, human-centred, and justice-oriented.

In light of the foregoing statement, the focal point of this section is to discuss the findings of the study on the role that the organisational culture plays in enhancing female leadership in universities. The emerging themes in relation to developing a highly-committed university culture and leadership that represents both genders at all levels while taking responsibility for the change through gender equality policies are given below.

6.3.1 From bureaucratic to transformational leadership in Universities

The study sought to find out how the participants perceived the leadership in their university and the existing organizational culture. The findings of the study revealed that some of the participants felt the leadership style in their universities had changed from being rigid and patriarchal to transformational leadership that promoted open door policy, open to feedback and suggestions, individualised consideration, intellection stimulation and self-confidence among members of the university who in this case, are the policy implementers. This is in line with the bottom up theory whose advantage is the infusion of formal and informal relationship of various systems in universities to promote equal representation and collaboration of all stakeholders.

The current findings are in line with a study conducted by Al Hussein and Elbeltagi, (2016) showing that due to globalization and the changing environment, transformational leadership has been found to have an important influence on innovation, promoting

organisational change which leads to impartiality, a spirit of trust and helping employees to exceed their performance expectations. Hamdi, (2015) and Guillaume and Austin (2016) state that it is essential realize that transformational leadership encourages employees to do more than they originally thought possible. Moreover, this type of leadership shows commitment to the core values of an institution that has gender equality in mind.

Therefore, transformational leadership may increase determination in both universities to create a clear vision for the future of their universities to overcome crisis of and encourage the generation of new ideas of promoting female leadership and gender equality. It may be inferred from the participants' responses and the extant literature that transformational leadership leads to lower level employees placing trust in their leaders on gender matters. In turn, this may promote confidence, co-operation, commitment, pro-activeness within an organisational culture that has the capacity to achieve enhancement of females in positions of leadership.

6.3.2 Male hegemony in universities breeds promotion of one gendered voice.

Both CODs and the academics disputed that the leadership in their universities was transformational. The participants stated that the leadership in their university still rigid because the top positions were still dominated by males. The findings of the current study align with research conducted by U'Mofe-Gordon (2016). This scholar argues that, while African universities are valued as imperative in national development, there is lack of transformational leadership and good governance which leads to ineffective organizational management. Furthermore, the findings of the study resonate with what was discussed in the review of related literature that gender equality in positions of leadership in universities is still scanty due to rigid organisational culture that continues to promote male dominance while viewing females as precarious appointments to positions of leadership (Zvobgo, 2015 and Dube and Dziva, 2014 Nemangambe and Ntayi, 2012). Zulfqar, Valcke, Devos, Tuytens and Shahzad (2016) also state that female leadership in universities can only be enhanced if universities consist of an organisational culture that promotes gender equality and of leaders who embrace inclusion of both genders on crucial matters and in decision making processes, instead of autocratic

leadership which is arbitrary, controlling, power oriented, punitive and with a closed mind on gender agenda (Bass, 2008). This means that transformational leadership in universities should be deeply embedded in all university systems so that female leadership can be promoted.

However, Howe-Walsh and Turnbull, (2016); Eboiyehi, Fayomi and Eboiyehi (2016) and do Mar Pereira (2016) refute the above findings. These researchers highlight that the blame for the dearth in female leadership position should not be placed entirely on the existing organizational culture and leadership style. But, on females' lack of aspiration, confidence and fear to apply for top positions and isolating themselves from those females that fight for gender parity. This fuels up the already existing gender disparities in universities and the lack of unified voice by both genders. These views are supported by Black and Islam (2014) who found that as long as females do not put themselves forward for recognition within their institutions, show resilience and take risks then, they will continue to be questioned with regard to their career trajectories in universities. Redmond, Gutke, Galligan, Howard and Newman (2014) give answers to these accusations and posit that for those females who aspire to be leaders, they should commit themselves to ongoing development, embrace opportunities presented to them, develop resilience and gun for support. This will create a picture of oneness within an institution which strives to build a unified and efficient workforce that focuses on one common goal by ensuring that the employees are provided with the necessary tools to integrate themselves into the overall organisational dynamics irrespective of gender (Guillaume and Austin, 2016). This means that female academics have to be more vigilant, learn new skills and constantly upgrade their knowledge and qualifications if they are to be able to lead universities.

On the other hand, LERU (2012) highlight that, progress on gender equality in universities is largely dependent on commitment from university leadership to promote a critical mass of female in top positions. Concerning the level of commitment toward the implementation of gender equality policy and female enhancement, it emerged from the study, that WU was one of the first universities in the country to have a fully-fledged gender equality policy showing that they were committed to the gender equality matters. It was also found that

the financial and human resources though limited and support that the university gave to their university gender experts was also a form of university leadership showing commitment towards policy implementation and the realization of gender equality in positions of leadership. The results of the study are analogous with a study done by Debusscher (2011) who argues that commitment to gender issues by management is an indication that they are aware that there is need for a change of mind-set. In addition improving the status of females in universities requires an analysis of power relations between males and females, commitment and co-operation from all stakeholders and adequate resources for implementation of sustainable development throughout the whole institution (Lozano, Ceulemans, Alonso-Almedia and Huisingh 2015).

Another notable finding from the study was that the COD and FGP at WU felt that commitment to implementation of gender policy and enhancement of female leadership was on paper only. These participants stated that failure to re-orient and induct new members of staff on gender issues was an indication that support and commitment was not being done wholeheartedly by management. The findings of the study illuminate what was posited by Nejati and Nejati, (2013) that universities fail to realize that, like any organization, they should have a holistic view of their roles and responsibilities and commitment on the implementation of gender equality policies, as this can negatively affect a boost of females in decision making processes. The findings further show that, some of the leadership and employees at WU might have been paying lip service to gender issues to avoid being identified as not been supportive of gender initiatives in place. The findings of the study are in line with a similar study done by Zvobgo (2015), writing from a Zimbabwean perspective. Zvobgo (2015) observed, through the participants' responses, that gender issues in their university were for the management only because those at the lower rungs of the university ladder were not aware what was taking place or what they were expected to do. An earlier study by Gaidzanwa (2008) in Zimbabwe again, echoes the above and argues that administration problems between the leadership and employees in universities on gender issues continue to hinder progress on the gender agenda and realisation of females in top positions. The findings of the study and the literature indicate that some university leaders and their employees in both universities may lack the necessary skills to effectively deal with issues and

challenges that reside in their organisational culture in connection with gender equality and enhancement of females to leadership positions.

In addition, it was revealed in the study that though the gender equality policy was the most evident gender initiative at NU, there was fear that commitment by university leadership would over time slowly slip away and the SGCS might end up being in charge of everything concerning gender equality matters. Lozano et al. (2013) states that commitment to the implementation of gender matters and promotion of female leadership can still be realized without any signed declaration by the university management. Moreover, Wright (2004) states that endorsing a gender initiative is not a guarantee that university leadership will take full responsibility in implementing gender issues within their system nor be fully involved. Consequently, it may be inferred that if university leadership does not have gender knowledge and transformational leadership skills, they may not realize the value of being fully committed towards creating a university vision that avoids abuse of power relations. Therefore, what should be promoted is a collective sense of an organisational vision and mission that supports an inclusive organisational culture that is willing to put into test new approaches while, re-examining and challenging the existing assumptions about lack of female leadership in universities.

6.3.3 Lack of gender knowledge in Universities

While the implementation of gender equality policy is meant to promote gender equality and visibility of females in positions of leadership, it was found in the study that lack of gender knowledge persists in universities because there is still resistance and undermining of female leadership as most high committees and positions comprised male academics. Furthermore, it emerged that the use of discriminatory and stereotypical language in official documents was an indication that gender knowledge was limited among university community to carry out their duties with a gender eye. These findings are supported by Mabileka, (2002) Mugweni, (2014) and Zvobgo, (2015) and Mlambo and Mabokela (2016) who note that in universities, there continues to be a dearth of gender knowledge and importance of equal opportunities leading to failure to embrace female leadership and gender equal institutions. These views are also supported through the review of related literature that lack of knowledge on gender matters is more

pronounced among university leaders who unfortunately hold those top positions that can make gender programs to be a success or failure. Kabeer (2016) and Vial, Napier and Brescoll (2016) also raise the point that many university leaders and their employees are ignorant of the gender equality initiatives leading to resistance, co-operation, appreciation and acceptance when it comes to the implementation of gender equality policy and female leadership.

While other participants cited lack of gender knowledge among university staff members, the PVC, DRHR and FGP1 at NU felt otherwise. These participants felt the university community was gender aware on the importance levelled against gender parity because university-wide consultations and training had been carried out. At WU training and workshops had been done and a gender module was taught across the whole university to promote the gender initiatives. Furthermore, the findings of the study concur with the findings of a study by Bezabehi (2016) and Hamdi (2015) that through training and development and teaching of gender parity, both management and employees will be exposed to practical experiences in implementing gender equality policy. This can enhance their knowledge, co-operation and commitment to gender equality initiatives and endorse the inclusion of females in decision making processes in universities. However, a report by FAWE (2015) is contradictory to the findings. In this report, it is highlighted that despite gender training and gender taught modules, universities still perpetuate gender bias. This means that there is need to re-examine and re-frame the existing problems within the university structures, systems, values and norms that define universities and their way of operating. This will assist in collectively endorsing a gender inclusive organisational culture that treats both genders as equals, promotes gender knowledge and acknowledges that the inclusion of females in leadership positions may create an appropriate environment for innovation and growth in both universities.

In this study, the participants were asked if they felt the gender equality policy in place and the organisational culture could promote female leadership in their universities. The participants revealed that the implementation of gender policy, gender strategies, gender structure and a gender sensitive organisational culture had promoted a positive outlook towards the inclusion of females in positions of leadership. These findings are congruent

with a study by Moorosi (2010) and Read and Kehn (2016) who state that though numerous challenges still exist in universities, if adequately addressed and supported through favourable organization culture, it may pave way for females to positions of leadership. The results of this study are also aligned with research by Carna, Jorge and Pena (2016) where it emerged that, to avoid any challenges in the implementation of gender equality policy and promotion of female leadership, universities have to make sure that the gender equality policies in place are in line with the university organisational culture to avoid these policies pulling in the opposite direction. The findings once again concur with Bezabehi (2016) and Galizzi and Sihoni (2016) that promotion of female leadership in relation to organisational culture and existing gender equality policies is due to the fact that slow but effective changes are being witnessed as universities move away from authoritative to transformational leadership.

It further emerged that there was need to promote transparency in implementation of gender equality policy so that female visibility could be enhanced. The results conform to a study done by Abramo, D'Angela and Rossati (2015) who state that discrimination in gender issues normally appears when there is lack of transparency on how critical mass of females will be attained. In their study, Van den Brink, Benschop and Jansen (2010) articulate that enhancing transparency in gender matters in universities is one way of achieving gender equality. This means that females are bound to benefit more from open and transparent procedures that address gender imbalances. A study done nearly two decades ago also highlights that universities need to be pressurized to enhance their openness so as to promote gender quality and accountability for their policies and practices to both internal and external stakeholders (West, Penell and Noden, 1998) so as to reduce gender related predispositions.

Scholars such as Van den Brink et al. (2010) further posit that if care is not taken, the very same transparency that is being called for to promote gender equality can be counterproductive especially if the implementation of gender equality policy is left in the hands of policy implementers who may want to implement it strategically for their own benefit. However, Read and Kehn (2016) differ with the assertions and posit that explicit transparency can actually assist to counteract the influence of old boys' network and

provide a starting point to examine and work towards challenging the forms of experience and practices, behaviours and styles that are currently being exhibited in universities towards gender equality and female leadership.

It was further established from the study that some participants felt the gender equality policy and the existing organisational culture in their universities could not close the gender gap or promote female leadership citing that too much attention was being given to females and thus promoting micro politics to maintain the status quo. However, Krawiec, (2016) argues that the gender gap is likely to be closed and female leadership enhanced because there are a number of strategies and transformations that are allowing female ascendancy to the high strata and this has given the females the chance to put their skills into practice. The findings of the study also corroborate with the results of a study carried out by Kubuabola et al. (2016). It emerged that females have contributed largely in form of policy and development and good progress in recruitment and retention, economic and environmental development which are directed towards promotion of gender equality and dismantling micro-politics and conflict among both genders.

A recent study by Redmong et al, (2016:15) further enlarges our understanding of the research findings by stating that, instead of promoting micro politics and doubting female academics capabilities, decision makers in universities should support emerging female leaders This will help to overcome the embedded gender equality barriers which should be promoted through:

- Nurturing potential female leaders
- Direct opportunities to them
- Provide pathways
- Creates formal support structures such as mentoring (Redmong et al. 2016:15).

The foregoing scholars also point out what emerged from the findings in both universities. It was established that there was a female program to promote female leadership in WU, whereas in NU, the leadership of the university highlighted that through gender awareness programs they were creating avenues for females to showcase their capabilities, potential and inclusion of both genders in the gender agenda.

On the other hand, while advocating for female visibility in positions of leadership through the implementation of gender equality policy, it was revealed by PVC in NU that meritocracy should apply so that universities can tap on the best breed and brand from both genders in recruitments and promotions. According to Lent, Brown and Hackett, (1994) though quite dated a study, these authors raise very critical points by pointing out that there has always been misgivings about applying non-meritocratic aspects in relation to career mobility in academia. Moreover, Laufer (2001:244) writing from a French perspective noted that “power structures are places associated with meritocratic recognition for females who reach high positions through experience and learning, at the same time, they are also places where power relations are structured and based on discrimination terms that determine access to power”. In the same line of thought Cret and Musselin, (2012) state that academic excellence is the only path to nomination and promotion of leadership positions in universities regardless of gender. Thus, all these authorities though writing from different context, speak with one voice that meritocracy should not be ignored when it comes to upholding quality assurance in universities. This will avoid tension and conflict among both genders, as one gender may believe their counterparts are being favoured over them.

O’Sullivan (2016) and Corray and Savignac, (2016) are not in support of the above authors and the findings of the study and states that putting aside the issue of meritocracy, the problem is that positions of leadership are too descriptive in universities because females are made objects of comparison before they are considered competent and worthy to lead by male counterparts. In collaboration with the findings of the study is Perumal, (2003) writing from a South African context who posits that the problem is not about merit issues but the existence of a phenomenon termed male-deafness such that females contributions are ignored and females are subtly forced to accept and internalize their gendered roles.

But, Ford (2016) and Eagly and Carli (2007) states that the opportunities nowadays for female academics are abundant in universities and what is required is for them to be more proactive because the concept of impenetrability no longer exists in universities. Though these scholars state that there are positive changes, it should be noted that the same

authors mention that those female academics who are ambitious to lead in universities are often punished and deemed incompatible, too bossy and power hungry. This shows that it is needed to create a gender sensitive organisational culture that comprises of future plans for females and their inclusion in positions of leadership in universities

It was also disclosed by CODs from both universities under study that though positive changes had been realized, universities had to be explicit on how set target towards female leadership would be met because the numbers were still extremely low. For instance a study done by Read and Kehn (2016) concurs with the above findings. The study showed that as of 2015 only 17% of female VC were from UK universities, while 12% were from German universities showing that critical mass of females in universities was yet to be realized. Olaugun, Adebayo and Oluyema (2015) also support the findings of the study and state that in commonwealth universities only 24% is a representation of female who are full time academic members and in African universities there are only 29% of females as compared to 41% globally, with Zimbabwe having only 9% of females in universities. These results concur with the background of the study where it was shown that a mere 7% of the universities worldwide are managed by females. Whereas Guramatunhu-Mudiwa (2010) research study also showed through reviewed literature that out of a total of 105 universities in SADC regions, 89.7% were male led and only 12 universities which is 10.3 % were led by females.

The similarities of the findings of the study and the literature are also indicative that the problem of lack of female leadership is not only being experienced in developed countries but in developing countries as well as was established in the above findings. Read and Kehn (2016) further assert that in order to increase the critical mass and reach the set target then pockets of good practice as observed from German universities should be copied whereby, a steering committee was put in place and was used to promote females by ensuring that all open positions were given to females. These authors' findings also disclosed what was highlighted by one of the DRHR in the study that, in their universities there was a time when all positions were given to females so as to increase their numbers. Whereas in NU, their strategic plan clearly states that critical mass of females will be achieved by year 2018 through capacity building, SDP which lead higher academic

qualifications, this was observed through document analysis. Thus, it may be concluded that a critical mass of female academics will not be realized unless and until there is a spark to set it off. In this study that spark is an investigation into the implementation of gender equality policies to enhance female leadership in universities.

6.3.4 Educating University leadership and employees on gender equality Issues

According to Gerevbie, (2014) availability of quality management in relation to the skills, education and experience that avoid any form of gender insensitivity and discrimination pin points to gender sensitive organisational culture. Ogbugo and Bisiriyu (2012) further add that competent employees be it male or female are required in universities because these are institutions that are believed to be open minded to support social movements that promote the principles of democracy and social justice. The findings of the above authorities are in line with the finding of the current study whereby it was found that in both universities that a number of gender related and training workshops had been carried out. In NU the participants further disclosed that efforts to educate everyone had been carried out through local, regional and international speakers and these had focused on sexual harassment, gender based violence and gender equality. In support of gender training and awareness in universities are studies done by Nguyen (2016) that training and development in universities should be considered a basic requirement for building a university which is gender aware. These sentiments are supported by review of related literature and by Nguyen (2016) that it is the duty of the university to be proactive in providing and supporting its academics with workshops and training throughout their career life.

Some of the participants felt that the gender trainings and awareness programs in place were inadequate because most of these workshops were one day workshops which were given to management and the university community. As such, the participants highlighted that more needed to be done from top to the lower rungs of the university concerning gender training. One of the participants allegorically stated that gender awareness should be like “the Word of God which is preached continuously and religiously until there is repentance”. Martin-Caincross (2015) supports the above and states that there are limited opportunities for training in universities yet literature continues to highlight on how

adequate support on gender matter is critical and should not be given scanty attention. Instead, universities should use every opportunity and means to educate the university community on promoting gender equality and how female leadership can benefit universities (Newman, Ng, Pacque-Margolis and Frymus, 2016). These scholars further advance that gender equality must be a core value and professional practice. However, Heaton, (2016) disagrees with some of the above stated accusations levelled against the universities. The above author, advances that, there may be adequate support and commitment but due to resources involved in gender training and workshop, some universities may find it hard to take advantage of gender training to address the dearth of female leadership. These findings are supported by literature by Hamdi (2015: 301) who says that in-service training is vital and may yield benefits such as:

- It can directly impact on the bottom line and increase performance
- Can positively affect leadership growth and organizational performance
- It enhances organizational change and leadership effectiveness
- It promote self-awareness and improves problem solving skills among participants
- It increase a leader ability to activate team cohesion and team performance.

Thus, information from this study reveals that the answer lies within the universities to ensure that more effort is put into gender training and workshops that have remained poor and limited so that female academics do not continue to face the barriers or the ills of gender discrimination.

Meanwhile, despite both universities having a dearth of female leadership, there were pockets of good practices in having a conducive culture that promotes female leadership and gender equality through transformational leadership. For instance, the employees were allowed to nominate, in a transparent manner, those individuals they felt were capable of being CODs. Moreover, all the employees regardless of designation in the university structure were open to one-on-one consultation with the university leadership at any given time. This showed that the university leaders were open for suggestions from their employees and vice versa. In using organizational culture as a strategy for enhancing female leadership, both universities had enacted gender equality policy to assist in promoting gender equality and females in decision making processes. The study

also found that external and internal gender expertise had been sought to promote transparency in implementing these policies. This was in line with international, regional and local gender resolutions and policies. The good practices under this strategy were also promoted through top-down and bottom-up consultations and inclusion of gender matters in strategic planning documents.

The foregoing section illuminates that there are still a number of challenges that universities encounter in promoting female leadership. Consequently, a conducive and gender sensitive organizational culture cannot be used as a single entity to address and find answers to the implementation of gender equality policy and enhancement of female leadership in universities. As such, discussed below are findings from the study on the implementation of gender mainstreaming to enhance female leadership in universities.

6.4 GENDER MAINSTREAMING AND ENHANCEMENT OF FEMALE LEADERSHIP IN UNIVERSITIES

Gender mainstreaming is one approach that claims to make male and female capabilities a central facet in the design, implementation, monitoring and evaluation of policies and programs. It gauges the implications for males and females of any planned action, including existing policies and programs in any area and at all levels. The predominant principle of gender mainstreaming is that of methodical interventions for transformation in organizations (Council of Europe, 1998).

6.4.1 Understanding the notion of Gender Mainstreaming

In this study it was also important to find out if the participants understood the concept of gender mainstreaming. The study found out from the majority of the participants that gender mainstreaming is about taking a radical stance by ensuring that all the universities activities are carried out with a gender eye so that male and female academics issues could be addressed. It also emerged from the participants that the operational gender equality policy in their respective universities were also ways of gender mainstreaming. In this sense, Shash and Forden (2016) maintain that gender mainstreaming is a public policy approach to gender inequality. These research findings conform with observations made by UN Commission for Asia and the Pacific (2003) that gender mainstreaming is

a strategy for making females and male issues, concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in place so that both males and females can benefit equally. This means that, since gender mainstreaming is a process that is goal oriented, universities are expected to bring in the exclusion of a gender perspective to all policies and university programs at all levels (Alonso, 2016).

6.4.2 Gender Mainstreaming as a cross-cutting issue in promoting female leadership in Universities

With regard to how gender mainstreaming was being implemented in universities under study, it was established from the data that this strategy was implemented through research, teaching and learning, capacity building and recruitment and promotions. Oladunni (2014) study on Best Practices in Gender Mainstreaming in the Academia Lessons from African Higher Education Institutions endorse the findings of the study and highlight that the universities in Africa have shown an interest to gender mainstreaming in their core functions of teaching and learning, research and administration systems to promote gender equality. Shash and Forden (2016) further add that through gender mainstreaming there is transformation in the university curriculum and the quality of researches and publications that promote gender matters. For instance, participants in both universities had evidence of published material on gender issues, modules and books that were being used in teaching gender in their respective universities and promoting diversity in leadership. This means that research assists in detecting current issues and problems in a policy given field and can be used to develop more profound knowledge on gender relations into the university as a whole.

Some of the participants pointed out that capacity building being provided through continuous PSD and attainment of higher degrees was important when implementing gender mainstreaming so as to create a workforce that is gender sensitive. According to Arthur and Arthur (2016), capacity building is aimed at promoting and ensuring that development of human capabilities creates even better governance and overall development. These views are in line with UN (2002) and Council of Europe (1998) which state that commitment to capacity building at institutional and individual level is fundamental in gender mainstreaming and requires on-going attention so that gender equality can be realized. In the review of related literature it was disclosed that capacity building through gender mainstreaming is critical as it guarantees an understanding of gender matters by both genders in their particular context of operation. Information from the study reveals that capacity building through gender mainstreaming promotes good practices which emanate from the training sessions because they assist to draw gender

equality issues and benefits of female leadership from the peripheral to the centre of development in universities.

Research findings were also indicative that the CODs, as middle managers, were not satisfied with the implementation of gender mainstreaming to enhance female leadership. Data revealed that gender mainstreaming was being done haphazardly at NU while, the gender structures were being used to market gender mainstreaming issues instead of involving the whole university. Thus, showing lack of involvement, commitment and information dissemination using this strategy. The result of the study correspond with Morley (2007) and Hannan (2000) observations that lack of commitment and consistency during the implementation of gender mainstreaming can lead to this strategy being done in an unsystematic manner due to lack of gender expertise and how to implement. It may be implied that gender mainstreaming, though widely used in teaching and learning, research and community engagement, is yet to be understood and executed as a strategic objective in some departments of both universities under study.

The findings of the study further indicated from FGP and DGS, that gender mainstreaming should not be an add on strategy because it would not address the problems of gender inequality and lack of female leadership being experienced in these universities. These findings are also in line with the findings of other researchers Walby, (2002); Okumu, (2002); Chauraya, (2011) and Hannan, (2000) that gender mainstreaming activities that are meant to promote female leadership, must not be dealt with as an add on activity because they will not challenge the existing policies or gender programs, thus limiting female empowerment. The findings of the study are also commensurate with what was raised in the literature review that this approach, also termed the integrationist approach, is not transformative but tends to buttress the existing status quo (Morley, 2007 and Chauraya, 2011). Echoing the above, Kantor, (2013) posits that such interventions to promote gender equality and female enhancement into positions of leadership should not be on addressing the symptoms, but identifying the underlying causes so that the gap in development outcomes between the females and the males does not widen. To achieve this, Pitts (2007:1583) says different initiatives that promote gender mainstreaming should come from top management in order to be perceived as credible and worthwhile. This is

in line with the outcomes of the study where it emerged that the ingenuity and driving force of gender mainstreaming had to come from the university leadership, which some participants felt was somewhat limited. The consensus of the findings of the study and the literature review suggests that both universities should use the agenda setting approach when implementing the gender equality policies as a way of enhancing female leadership. This is because, it is transformative and impartial as advocated by feminist critical policy analysis theory utilized in this study. Moreover, it endeavours to place female strategic needs and interest on development agendas to transform universities and is anchored in the vision of a moral order which is justice and equality (Lombardo, 2003).

6.4.3 Framework for implementing gender mainstreaming in Universities.

Pertaining to whether the universities under study had a framework for implementing gender mainstreaming, findings revealed that the majority of the participants alluded to the fact that there was no gender mainstreaming framework. Instead gender equality policy was being used as a guide for promoting gender mainstreaming. Supporting the findings of the study Unterhalter et al. (2009) posits that policy commitments such as gender mainstreaming are only accomplished in the context of policy declarations. UNESCO (2002) highlights that there are supposed to be “how to guides” which are produced to guide how gender mainstreaming will be implemented and these should include gender disaggregated data statistics, gender equality indicators and gender budgets. The findings of the study are also comparable with Unterhalter and North (2010) in the review of related literature that lack of gender mainstreaming frameworks makes the whole strategy to be questionable about its capacity to bring about institutional change especially in developing an agenda setting approach and enhancing female empowerment in universities.

Mukhopadhyay et al. (2006:121) do not support use of guidelines or framework tools to implement gender mainstreaming. These authorities state that frameworks for gender mainstreaming are seen as overly rational and linear in approach and susceptible to mechanist and inflexible implementations. Moreover, in the review of related literature, it was expounded that lack of frameworks was due to the fact that gender mainstreaming

was being likened to technology that could be achieved through toolkits and checklists. Charlesworth (2005:3) views differ from the above study and posit that a framework for gender mainstreaming is paramount, because it offers a clear and relatively measurable direction to policy makers. Thus, can provide clarity with regard to gender inequality, be used in workshops and gender training for sensitization and awareness. The researcher is of the view that, for gender mainstreaming to be effective, there is need for a framework which would assist in interrogating how males and females are viewed, how power dynamics are used to promote gender imbalance, and what type of leaderships is needed for a gender neutral university.

6.4.4 The role of policy makers and policy implementers in promoting female leadership through gender mainstreaming

In the wide range of interviews with the participants from both universities, it was established that leadership should support all gender initiatives put across by gender experts and seek advice from the gender technocrats on all gender equality matters. Rutoro et al. (2013) study has similarities with the findings of the present study that gender experts in the field of gender studies can assist to actually act as pressure groups to move the gender debate forward and also help leadership on how to advocate change in perceptions on gender issues. Odhiambo (2014) study is also in support of what emerged from the current study and highlights that gender experts are a prerequisite to legitimize the implementation of gender equality policy and female leadership. Therefore, university management must work hand in hand gender experts.

Fyfe and Johnston (2016) are not in support of the current findings and argue that the problem with universities is that they tend to over-rely on gender experts or the usual suspects that are known to be gender advocates to inform gender equality policies. It further emerged from the participants that the role of the leadership was also to reflect on the importance of gender equality and visibility of females so that the gender agenda is not treated as a peripheral concept by engaging with gender experts. These outcomes resonate with Bystdzienski et al. (2016) who advances that it is important that leaders in universities understand the values and assumptions that hinder promotion and implementation of gender equality policies, gender mainstreaming and female leadership.

Hence, seeking advice from gender experts, by leadership is showcasing that a collaborative, participatory approach is vital where all stakeholders have autonomy, responsibility and opportunity to provide and receive feedback as a way of promoting gender equality in universities. Moreover, it is a way of addressing the deep-seated cultural assumptions that females cannot lead. The findings of the study are also similar to a study done by Ssendawala and Kwesiga (2006) in a Ghanaian context which showed that the role of leadership is to be allies, think tanks and assist in providing solutions to issues relating to gender mainstreaming and female visibility in decision making processes so as to put to death the over-used excuse that females are not available to take up leadership positions. However, it was revealed in the literature that the role of leadership and the employees remains questionable because gender mainstreaming in most universities is unclear, hazy and in some cases, an individual initiative due to continued male leadership (Verloo, 2005; Dejo, 2011 and Durujaye and Okeke, 2012). It may be inferred that the future of females leading in universities is also dependent on the gender equality intervention measures that are solely directed at the university leadership. These are critical so that university leadership is equipped with knowledge and skills. This will enhance their commitment and keep their awareness at the forefront so that they can deploy their gender equality skills to implement an organisational culture that is transformative and promotes achievement of gender parity through gender mainstreaming.

6.4.5 Factors taken into consideration when implementing gender mainstreaming

The study found out from the university leadership from both universities that though financial and human resources were limited, the universities were trying by all means to meet the needs of their employees so that the target audience would be reached through gender mainstreaming. These views are in line with the review of related literature where it was highlighted that, though policies are in place to promote gender equality, there is evidence of lack of human and financial resources (Zvobgo, 2013).

The findings of the study are further supported by Yehualashet (2010); Cloete and Wissink (2000); and Furlong (2007) who posit that the most important resource any organization can own in implementing gender mainstreaming are human and financial resources to address gender inequalities issues. When resources are inadequate, chances are high the gender mainstreaming might be implemented in a haphazard manner. Adequate resources are viewed as key cornerstones in any university that wants to effectively and efficiently implement gender mainstreaming to promote gender equality. This means that female visibility in positions of leadership might not be realised only from support and commitment from universities but, by having in place earmarked gender equality funds and adequately staffed gender structures to address and champion gender concerns. This is because, the responses of the participants are indicative that allocation of resources in both universities is not in consonance o the programs in place. Hence, there is need for more resource allocation towards gender initiatives.

Furthermore, the findings of the study showed that it was critical that the prevailing organisational culture which promotes transformational leadership should be integrated with gender mainstreaming initiatives. The current findings confirm what Bystydzienksi al. (2016) observes, that what is really required is commitment to a mission, vision, goal, inclusion and administration that is innovative so that an organisational culture that embraces diversity can be achieved. The findings of the study indicate that, to understand the implementation of gender mainstreaming there is need to understand the organisational culture that prevails in universities and how it affects the overall outputs of the university to avoid an impasse of gender mainstreaming implementation. However, Palek (2016) states that organisational culture in universities can be superficial and can be manipulated by, and for, the purposes of management. The author further adds that organisational culture is a variable that may be controlled. In other words, even if universities see gender mainstreaming as a strategy to enhance female leadership, as long as organisational culture is cosmetic in gender matters then the status quo of a dearth in female leadership will subsist.

Meanwhile, regarding how gender mainstreaming should be prioritized to promote female leadership, the study found out that the universities were working closely with the NGOs

and promoting community engagement as a way of supporting gender matters. Krus, Huapt and Visser's (2016) study on promoting community engagement in South African universities observed that community engagement should be used in line with policy mandates to contribute to social development as this can assist academics engaging with communities on how to promote gender equality at all levels. Furthermore, the findings of the current study are in accord with Nhamo (2012); Erasmus and Albertyn (2014) and Wood (2016) who state that, since universities are embedded within the community and the NGO are staffed by community members, both NGO and the community have deep insight into the community psyche and *modus operandi*. This will assist to generate in-depth and new data that can be translated into relevant, sustainable and collaborative community change and development which will benefit both the society and universities (Kearney and Zuber-Okerritt, 2012). Thus, it is paramount that both universities engage communities by tailoring their gender programs in a contextually relevant way and in a language that is accessible so that gender inequalities and imbalances that are said to be emanating from societal levels in decision making are ameliorated. This is because NGOs and communities are valuable sources of local knowledge and will assist the universities to drive the implementation of gender equality policy and gender mainstreaming to enhance female leadership.

Furthermore, data collected highlighted that, to show that gender mainstreaming was being prioritized, it had to be implemented in line with the international, regional and local gender machineries and conventions that support gender equality. It is apparent from the above findings that both universities have shown commitment towards ensuring that gender mainstreaming and gender equality is realized by following the footsteps of key governmental commitments aimed at bringing about female issues into the centre stage such as the CEDAW, BDPA and the most recent SDGs goal 5 in 2015 (Grown, Addison and Tarp, 2016). Parallel with these global commitments, it is also evident in the findings of the study that universities have emulated the country's footsteps in promoting gender equality and female visibility by implementing their gender policies, programs, projects in line with the Zimbabwean Constitution and ZNGP of (2013). The participants' views are also in line with what was raised in the background of the study by Matope, (2012) on the

importance of universities implementing their gender equality policy in line with the ZNGP as a way of closing the gender gap in leadership positions.

The outcomes of the study further showed that the mission and the vision statements of the universities had to reflect that the universities were in support of gender equality in all their endeavours and this was evident in the vision statement of both universities under study. According to Gattambide-Fernandez, Nicolls and Arraiz-Matute (2016), mission statements are discursive manifestations of the idea that inform the world of employees in an institution. The mission statement clearly lays out the guiding principles of an organization and the particular values and the beliefs that distinguish it from other institutions. The findings of the study further affirm a study by Craig, Ngondo and Flynn (2016) that mission statements are strategic tools for institutions which give direction, reflect on an institution reality, and affirm commitment by an institution.

This means that if gender equality in decision making processes is a priority for universities, then the mission statement should talk to issues promoting and addressing gender parity at all levels. It was evident through document analysis that in both universities, their mission statements were reflective of promoting gender equality. Moreover, the mission statement of both NU and WU were in line with what was observed by Hladchenko (2013) that within the mission statement there should be inclusion of equal rights, opportunities for men and women, unit of research and teaching and quality assurance. They must also be a true reflection of an institution's reality, must provide direction and purpose, promote great communication channels with all stakeholders, and be of great motivation for all with clearly defined values and strategies for future directions (Deus, Battistelle and da Silva, 2016). These should clearly show how change of attitude in using gender mainstreaming is promoted in both universities to enhance female leadership.

It emerged from the data that there was a change of attitude toward implementation of gender mainstreaming in the universities under study.

This was evidenced by pockets of positive attitudinal changes and through turnout of participants in gender training and workshops. The participants also illuminated that the

university community was now knowledgeable about gender issues and people could now “talk freely” about the gender agenda and attainment of critical mass of females in top positions. According to Ssendawala and Kwesiga (2006), where there is acceptance of policy implementation and programs in place such as gender mainstreaming, then evidence of rising interest from the university community and good practices which promote gender matters through Senate, Council, formal and informal meetings will be observed. The above assertions are in line with the findings of the study where the majority of the leadership in both universities alluded to the fact that there was enhanced commitment, a drive towards representation of both genders. Moreover, the faculty dean at NU highlighted how through the Senate report, observations had been made that gender initiatives and different strategies put in place to promote female leadership were beginning to bear fruit. One of the critical reasons given by the participant was that focus on promotions and recruitment on all employees was capacity, skill, potential and qualifications of an individual and not gender. At WU, change of attitude was observed through the female representation which had risen to 32% as compared to 10% before the gender policy was implemented. These statistics may imply that WU is aware that females are at the core to the agenda of mainstreaming. Hence, the university may be applauded for taking the role of being nodal agencies for carrying out various gender interventions for empowering females thus, leading to a steady rise in female representation. Another significant factor, arising from these statistics in WU is an indication that leadership in this university is aware of the implications of having current gender disaggregated data which will assist to draw a clear picture of the females with leadership positions in their institution. According to Goel (2016) and review of related literature, it is critical to have to have gender disaggregated data as it gives universities a clear picture of how to redress gender blind sections in their institutions.

6.4.6 Promoting Gender Equality through Gender Budgeting

Budgeting is the single most important decision making process for the successful implementation of gender equality policy from a gender based perspective (Elson, 2016). Therefore, gender budgeting was another critical aspect which the participants felt was important in the policy implementation, promoting gender mainstreaming and enhancement of females in positions of power. It emerged from the participants that to a certain extent, gender budget was there, but the participants were not aware of how much was allocated for gender issues because their role as SGCS and GSC was to list down their needs and these were forwarded to the centralized bursary department which was in charge of all monetary issues in both universities. Thus, the participants' responses indicate lack of involvement and transparency in the allocation of resources for mainstreaming gender. Yet, during policy formulation their expertise as gender technocrats was sought. Moreover, the responses of the participants show that both universities may not be using gender lenses when budgeting for gender matters. According to reviewed literature by Tsvere and Nyaruwata (2012) and Goel (2016) involvement of stakeholders in gender budgeting is paramount because one of the cardinal values of gender budgeting is quality, transparency, efficiency and accountability. Bundlender (2007) further adds that the core logic of gender budgeting is participation by all stakeholders so that mainstreaming of gender matters can be effective. This ensures that expenditure allocations for the budgeted year by both universities relates to the projected and time-framed outcomes in that year on how critical mass of females will be attained.

The data also revealed that though the leadership knew about the importance of gender budgeting, due to the limitations of resources disbursed from the government, it was a bit ambitious to give gender matters a priority especially in funding. Mdlozini (2016) confirm in their study that due to gender budget cuts, universities may find it difficult to promote gender issues or even provide training to staff members on gender matters because they depend heavily on government subsidies which have also decreased over time. The above findings confirm what Arshed et al. (2016); Sharp and (2007), Nabi, Wei and Ghous (2016) and Zavale et al. (2016) noted, that often it is not possible to allocate gender budget solely for gender initiatives. In the review of related literature, it was noted

that since it is well-known and recorded that lack of resources hinder the growth of the gender agenda, it is high time that the universities act as entrepreneurs. Zavale, et al. (2016) further confirm that despite a decline in government funding, there is an increasing demand for accountability and transparency on how these institutions will promote gender initiatives. Hence, it is paramount that universities should act as entrepreneurs and source for funding from NGOs because they have a big role to play in the budget process alongside the government and the universities to promote commitment to gender equality issues. Moreover, it was highlighted by the participants that gender mainstreaming is also carried out through community engagement. Therefore, capacity on the part of NGOs, in terms in finance and organisation is vital in both universities in addressing key structural impediments to female leadership in universities.

Of interest to note was that, though universities cited lack of resources from government, literature shows that as early as 2007, there was buy-in from the Government of Zimbabwe through the Engendered Budget Call Circular by the Ministry of Finance. This marked the official operationalization of the Gender Budget in Zimbabwe (Kapungu, 2008). However, the researcher is of the view that even if commitment is made by government to put aside money for gender issues, the transferability of policy initiatives through gender budget continue to be hard because of the current global economic situations. Therefore, it appears there is a consensus in the findings of the study and the literature that though gender budgeting is expected to enhance female empowerment and promote gender equality, funding is the major hindrance. This explains why gender budgeting appears to be treated as a peripheral issue in both these universities, thus challenging the achievement of the policy stated goals. Accordingly, addition Kapungu, (2008) writing from a Zimbabwean perspective, emphasizes that removing gender disparities in universities and society and promoting equal access does not only imply changing the laws, but also requires redistribution of resources through gender responsive budgeting so as to effectively address key structural impediments to gender equality in society.

Despite both universities having a dearth of female leadership, there were pockets of good practices in having a conducive culture that promotes female leadership and gender

equality through transformational leadership. For instance, the employees were allowed to nominate, in a transparent manner, those individuals they felt were capable of being CODs. Moreover, all the employees regardless of designation in the university structure were open to one-on-one consultation with the university leadership at any given time. This showed that the university leaders were open for suggestions from their employees and vice versa. In using organizational culture as a strategy for enhancing female leadership, both universities had enacted gender equality policy to assist in promoting gender equality and females in decision making processes. The study also found that external and internal gender expertise had been sought to promote transparency in implementing these policies. This was in line with international, regional and local gender resolutions and policies. The good practices under this strategy were also promoted through top-down and bottom-up consultations and inclusion of gender matters both universities strategic plan documents.

In essence, it can be noted from the ideas given by the participants that gender mainstreaming is an extensive strategy and is used in diverse ways to ensure that female and male interests are included and represented both universities to promote transformation on gender matters. In the following segment, the findings of the study in relation to the enactment of affirmative action to enhance female leadership in universities are explicated.

6.5 AFFIRMATIVE ACTION AND ENHANCEMENT OF FEMALE LEADERSHIP IN UNIVERSITIES

Affirmative action serves the purpose of altering processes and practices that isolated the disadvantaged groups in society, such as females. Since gender subjugation is experienced within and outside the universities, it is important that affirmative action addresses the problem of changing perceptions which basically means winning defections from power systems (Parker, 2016). By so doing, individual differences in terms of gender differences will be embraced both within and outside the university set-up.

6.5.1 Advantaging the disadvantaged in positions of power through affirmative action

Pertaining to the concept of affirmative action as a way of enhancing female leadership in universities, the study also sought to establish from all the participants, what they perceived affirmative action to be. It emerged from the data that affirmative action is a strategy used to address gender imbalance by giving an advantage to the disadvantaged so that both genders could be at the same level. The above findings are commensurate with Premdasi (2016) who viewed that affirmative action is a form of social justice and of positive discrimination given to the disadvantaged group of people. In this case, these are the female academics in universities. The above authors' views second the findings of the study and views raised in the review of related literature that affirmative action is redress for the disadvantaged population and a method of prevention and elimination of discrimination.

6.5.2 Incorporating affirmative action as a change agent for female empowerment in Universities

With regard to how affirmative action should be used in universities as a strategy to enhance female leadership, the study found out that there was need to have an equal representation at all levels and all positions by both genders because currently, only one gender was represented in decision making processes. The findings of the study concur with Mugweni (2014) idea that affirmative action is used because it entails much more than equal opportunities. It also enables universities to remove barriers that limit females from participating in decision making processes. Literature suggests that affirmative action is also a transformative and emancipatory tool that developed and developing countries have adopted to curtail the gender disparities in positions of leadership in universities.

Emerging from the study was the view that affirmative action had to be implemented in universities to enhance female leadership because women and girls continue to be burdened with numerous responsibilities and expectations from society; therefore parity was needed. It was also established from the participants that promotion of gender equality had to start from grassroots levels so that both genders could be sensitized on

how to share leadership positions from a tender age. In accordance with the findings of the study, Morojele (2013: 2) states that it is high time that there is a paradigm shift in how universities make meaning of gender so as to promote equitable gender relations from primary education levels. Otherwise, the critical roles that the girl child has to play in the development of their countries will remain constrained as long as there are no successful attempts to dispel the myths and stereotypes that are inculcated within the society which continue to depict females in menial and meek terms.

The study by Anderson, (2008) raises similar findings to the present study. It highlights that primary schools are the ideal areas for construction of gender meanings and positions because the manner in which learners are taught to position themselves can either promote or hinder gender equality. In other words, the consistency of the findings of the study with the literature depict the necessity of coming up with ways in which the reinforcement of gender inequality at primary schools is addressed so as to prevent a pervasive tendency of supporting males over females. There is need to promote alternative and divergent forms of gender roles as these can serve as a springboard for challenging gender inequalities in schools and promoting the importance of a proportional workforce and its benefits from the grassroots to university levels.

It also emerged from the study that though affirmative action was ideal in promoting female leadership and their visibility in decision making processes, the participants felt knowledge and skills of the beneficiaries should also be taken into account. The results of the study correspond with Piriano and Ranchbod (2016) study and review of related literature by Tome (2011) that if diversity is to be embraced in universities through affirmative action, then the knowledge, skills and potential of the beneficiaries is paramount. Contrary to the findings of the study, Coetzee and Bezuidenhout (2011) and Badroodien (2010) highlight that the problem is that people are appointed in affirmative action positions as merely cosmetic appointments or window dressing without due consideration of their suitability for the positions or the possibility of support and development. Groschl and Takagi (2016), Lubbranat, Wang and Foo (2015) and Balafoutas, Davids and Sutter (2016) also argue that affirmative action should not be used because it reduces productivity and promotes sabotage among peers. Hence, these

beneficiaries are usually not taken seriously, are seen as intrusive, opportunists and generally unworthy.

It further emerged from the study that affirmative action should not be used as tokenism or just for meeting the target number of females in leadership positions without addressing the real problems relating to lack of female leadership. Razin-Anisman and Saguy, (2016) are not in agreement with the findings of the study. These authors argue that tokenism is healthy because it is viewed as an uncensored practice which universities can adopt to reach their target numbers. But, Seshamani and Shalumba (2011) in their study in Zambia, confirm that gender equality in universities is just about tokenism which they metaphorically call “gender gestures” which involve one or two appointments of female academics in leadership positions as cover-up while life within the universities in promoting gender blindness and insensitivity continues. In the same line of thought, Titus (2011) notes that instead of appreciating the knowledge and skills that female academics may possess, universities are concerned with attempting to fill in the gender gaps through numbers as a way of protecting their image that they are promoting gender equality. The review of related literature and the findings of the study are indicators that it is high time that universities rise above tokenism when implementing affirmative action. Instead, they should truly support the implementation of gender equality policy if there is going to be unquestionable and fair representation of females in positions of power and a meaningful change in shared governance.

6.5.3 Applying affirmative action through selection and recruitment to promote female leadership in Universities

Regarding the implementation of affirmative action in universities, the participants in the study stated that affirmative action was implemented through recruitment and promotions. The participants added that during interviews, if a female candidate scored the same points as a male candidate, first preference was given to the female candidate. The outcomes of the study confirm findings from literature review that affirmative action in most institutions is implemented through offering employment opportunities to advance females. This usually increases self-esteem to the beneficiaries while at the same time indicating organizational commitment to gender equality.

Nguyen, (2016) states that because of negativity towards adoption of affirmative action, nowadays universities have to promote candidates based on their research, skills and potential while, attractive remuneration and other benefits are offered so as to secure the right appointment. Heaton (2016) and Motileng, Wanger and Cassimjee, (2016) also refutes the findings of the study and posit that nowadays the culture of the university has changed to hiring employees who will bring with them sustainability, knowledge, attitudes and behaviours towards the gender agenda. There is immediate need to understand and target those females with substantial skill and knowledge, otherwise what is seen as an opening for female leadership in top positions in universities through affirmative action may be turned into closure.

The FGP at WU were of the view that though affirmative action was used for recruitment and promotion purposes, the whole process was not transparent as compared to implementation of affirmative action at student level where it was clearly stipulated how the whole process would be implemented. Twala (2004) states that to avoid resistance to affirmative action, there is need to make sure that its programs are clear, improved and strengthened so that they appear to be fair and effective, thus making them transparent. These findings reveal a link between a recent study by Morley, Berma and Hamid (2017) and the top down theory by Van Meter and Van Horn (1975). Findings from the study reveal that while recruitment and promotion can be used to enhance female leadership through affirmative action, this strategy should not only be about putting females into positions of leadership but, should also deal with the existing inequalities in a transparent manner so as to avoid speculation of how females are promoted to positions of leadership. Lack of transparency on the implementation of affirmative action is also in line with reviewed literature from Lee (2012) from Malaysia, Tsikata (2009) in South Africa, Musingafi and Mafumbate (2014) writing from Zimbabwe and current research from Australia by Osman and Mathews (2016), that though the general objective of affirmative action is an equal representation of the workforce, this approach is accused of failing to be self-sustaining so that female can be included in decision making processes.

The authors further state that the practices of affirmative action in most institutions operate on discretionary basis, without proper lines of communication, consultation or

consistent set of regulations that have to be followed at all levels. It may be inferred that lack of consultation on implementing affirmative action by management may indicate that affirmative action elements in both universities under study are for adhoc purposes and carried out in an inconsequential way. Furthermore, the findings of the study are not in line with the bottom-up theory which highlights that if policy implementation captures the subtleties of initiatives at grassroots level, it will not be alien to the very implementers of the policy. Consequently, the current situation is buttressed by the fact that there are no explicit measures or systematic approaches on how affirmative action should be implemented in both universities. Yet, by right all university stakeholders must be familiar with adaptation of this strategy to avoid resistance to implement from some members of staff.

6.5.4 Existing policies in Universities that assist in the implementation of affirmative action and promotion of female leadership in Universities.

Generally, using affirmative action as a way of enhancing female leadership requires that universities must have supporting policies to carry out this initiative. This study also sought to find out from the participants if their respective universities had other existing policies to assist in the implementation of affirmative action. It emerged that at NU, they had draft gender policy, recruitment policy, while at WU they had the gender policy, recruitment policy and the sexual harassment policies and these were used to assist in the promotion of gender balance and also the running of the universities with a gender eye. The above findings match a recent study by Tichapondwa (2016) who states that for any development agenda, different gender equality policies are a critical component of good governance in organisations and learning institutions.

Furthermore, Draai and Theron (2007) observe that institutions should have various gender policies which will allow the eradication of confusion among employees who might believe their jobs are not safe due to the implementation of affirmative action. The findings of the study also demonstrate a link with a study by Nabi et al. (2016) which states that universities have policies supporting gender in universities and these assist in new institutional innovations and frameworks that enhance transformation in the workplace. However, Rankhumise and Netswera, (2010) are not in line with the foregoing assertions.

They state that the internal policies in place that are meant to augment the implementation of affirmative action have failed to do so due to lack of consultation and explicit lines of communication to employees. The findings of the study and the literature indicates that there is need for corrective action to be taken so that affirmative action gains institutional status as other strategies and gender programs to promote female leadership through the implementation of gender equality policies.

6.5.5 The role of the University leadership and academics in promoting female leadership through implementation of affirmative action

A key issue that emerged as the role of the university in implementing affirmative action and promoting female leadership at NU and WU was transparency and accountability. It emerged from the participants that one of their roles was to ensure that there is a fair representation of the shortlisted candidates to positions of leadership during recruitment and selection process. Bendix, (2001: 435) states that affirmative action refers to the purposeful and planned placement or development of competent or potentially competent persons in or to, positions in which they were barred in the past in an attempt to redress past disadvantages, to render the workforce more representative of the populations. In simple terms, transparency is paramount in implementing affirmative action because, in most cases, lack of consideration about the suitability of candidates for leadership position or the possibility of support and development stems from lack of clarity of how affirmative action should be infused within the university system.

Furthermore, studies conducted by Thomas (2002) highlight that the available pool of previously disadvantaged females who are able to fill in positions of leadership is scanty. These findings are in line with the finding of the current study in which one of the participants highlighted that though affirmative action is said to be in place, there are no female academics to fill in those positions. From the findings, it is evident that affirmative action in universities should be closely linked to SDP and the development of female skills, abilities and competences so as to promote their visibility in positions of leadership. In contradiction to the present study's findings Oppenheimer (2016) states that it is not that female academics are not there to lead but the problem lies in the existing institutional frameworks which have been found wanting and insensitive to the female academics'

needs. Hence, locking them out of the decision making processes, powerful positions and academic intellectuality.

In addition, it was discovered that academics, as the implementers of the policy, were indirectly involved in the implementation of affirmative action to enhance female visibility in positions of power. Participants highlighted that since their role was to conduct workshops on gender matters, an element of affirmative action was included in those trainings. In support of the above, Rankhumise and Netswera (2010) and Frisancho and Krishna, (2016) state that the implementation of affirmative action requires efforts that are related to training employees concerning gender matters and this determines the success or failure of affirmative action and female acceleration in top positions. The findings of the study are also in line with ZNGP of (2013) and review of literature which alludes to the fact that there should be ongoing training on gender matters and universities should do this to suit their institutional situations and needs.

Concerning the use of affirmative action as a tool for promoting female leadership in universities, findings indicated that due to the triple roles that the modern day female continues to encounter, led to slow motion of their career trajectory. Hence, affirmative action had to be incorporated so as to create a critical mass of females in top positions. It further emerged that the use of affirmative action should not create an impression that the standards and quality could be lowered just for the sake of accommodating females. In line with the findings of the study Klein (2016) states that the increase in females at the expense of quality may prove to be costly to the universities' image and academic scholarship in a bid to avoid being termed gender insensitive. This means that no consideration is made for the difficulties that these universities may encounter in the implementation of affirmative action as long as females are promoted leadership positions.

Some participants at WU felt affirmative action was not about depression of standards but it was an opportunity for female growth in their career trajectories and attainment of higher academic qualifications. In light of the above, the findings of the study are consistent with Sebola and Khalo (2010) study and Hassan, Baharom and Mutalib (2016) who highlight that for beneficiaries of affirmative action to learn and to reach self-

actualization, universities are expected to implement affirmative action and to ensure that there is evidence of change from a particular gender and domination to a balanced demography. Information emerging from the study further revealed that females should be trained for leadership roles and given a time-frame to acquire further qualifications once they are identified as beneficiaries of affirmative action. Meanwhile, literature further shows that training of affirmative action appointees is not embraced by everyone (Basit and McNamara, 2004 and Barker, 2007). The authors indicate that an increase in skills of females can lead to reverse discrimination. This means affirmative action training programs have to be carefully implemented to avoid reverse discrimination which can hamper the rise of females to positions of leadership. These findings further imply that for training to take place, there is need to have hands on leadership in place so that the talents of the appointees are allowed to be realized to avoid labelling Fredericks (2016). The findings of the study actually confirm views made through literature that implementation of training interventions should be a joint effort from top management to HRD to line managers, to avoid the whole process being negatively implemented as a way of retaining females within the university system.

It was noted from some of the participants in both leadership and lower rung in the selected universities that affirmative action was no longer viable because female academics were no longer as disadvantaged as long ago. This is commensurate with Twala, (2004) who states that affirmative action in which females are involved is controversial because they are no longer as disadvantaged in academic circles. Reason being female academics are said to have learnt over the years to cultivate their way around by acquiring new skills, demonstrating innovation and creativity thus, enhancing their chances to positions of leadership in universities. However, the current research negates the foregoing and proposes that the current standing of university leaders is self-evident that in order to achieve effective equality of opportunity, females have to be given preferential support so as to attain high levels of managerial capacity. It may be inferred that affirmative action may have subtle and harmful consequences directed towards the same people that are meant to be enhanced into positions of power. But, there is need to have vigilance in implementing affirmative action to avoid what Valesques (2002) terms a moral mine field that can destroy what it is meant to cure.

6.5.6 Changing the status quo of females in Universities through implementation of affirmative action

With regard to use of affirmative action for changing the status quo of female academics, it emerged from the study that though there were changes as highlighted in the foregoing sections, there were still pockets of resistance and resentment to affirmative action and females continued to hold meaningless positions. Results of a study carried out by Parker (2016) indicates that the low representation of females is due to the fact that female academics still prefer female dominated professions to male dominated ones. This means that female academics are not career oriented as males and should not use affirmative action as a ticket for occupying leadership positions (Tichapondwa, 2016). In support of the findings Akalu and Kawiyo (2016) observe that though the numbers have changed and females are beginning to lead in a number of departments in universities, there continues to be disparities which need to be addressed. These include lack of role models, lack of collaboration, inadequate funding and a hostile organizational culture which make it impossible to implement affirmative action. Accordingly Amare (2016), in Ethiopia, says though there is evidence of female penetration in positions of leadership, females cannot compete equally on their own without support. Findings of the study suggest that there is dire need to deal with the existing patterns domination that exist in universities; and at societal levels. As one participant alluded “*there is just too much patriarchal power in universities*”. Therefore, it is vital to look at a holistic picture on how affirmative action can be implemented to address the dearth of female leadership in universities.

As a way of rounding off the issues pertaining to implementing affirmative action in promoting female leadership, the study also sought to find out from the participants the changes they would like to see happening in universities for the successful implementation of affirmative action so that female leadership can be enhanced. It emerged from the findings of the study that there was need for re-orientation of gender equality issues in relation to the importance of affirmative action so that the misconceptions towards this strategy can be eradicated. It further emerged that adequate funding was paramount to the promotion of the gender agenda, including collaboration

and engagement with policy implementers while, leaders of both universities were expected to champion the cause for gender equality at all levels. On the other hand, the implementers of the policy highlighted that affirmative action had to be implemented using the bottom-up approach so as to enhance organisational harmony.

The above mentioned variables will not be discussed again, as the reader may recall these have all been highlighted in this section on how female leadership can be enhanced through the implementation of affirmative action. Moreover, examples were given that really address why affirmative action has been identified as a change agent for social transformation and economic development for females and universities (Samkange, 2015). This means that employees should not know about affirmative action by chance because this leads to prejudice towards this strategy, which in turn gives room to inadequacy in its implementation process (Amare, 2016 and Eva, 2015). Instead, universities should walk the talk and let affirmative action be used as a roadmap to provide specific answers in relation to gender equality policy that is aimed at enhancing female leadership and their inclusion in decision making processes (Kudyamatimba and Tapfuma, 2014; Ndlovu and Mutale, 2014; Balafota and Sulter, 2012 and Musingafi et al. 2013).

Despite the predisposed hurdles mentioned above, there was conformation of pockets of opposition and recognition towards affirmative action beneficiaries. Affirmative action was being implemented for the sake of meeting target numbers yet gender blind sections and individuals were still in existence. Moreover, lack of a pool of qualifying female academics to fill positions of leadership through affirmative action was problematic. Notwithstanding the foregoing, there was commendation by participants that there were pockets of good practice which were appreciated through the implementation of affirmative action. For instance, this strategy was used in recruitment and promotion with females being given first preference. In addition, through the use of affirmative action, opportunities were given to females to attain higher degrees in state, regional and international universities so as to reach the critical mass. Affirmative action also gave the female academics the opportunity to demonstrate their capabilities and potential. Another pocket of good practices was that both universities had a number of institutional policies such as gender

policy, sexual harassment policy, and recruitment and promotion policy. These were used hand in hand with the main institutional policy which, the gender equality policy to promote fair representation of both genders in decision making processes.

The foregoing sections discussed findings on the strategies used to enhance female leadership in conjunction with the implementation of gender equality policy. The last part of this chapter focuses on the monitoring and evaluation of gender equality policies to enhance female leadership in universities.

6.6 MONITORING AND EVALUATION OF GENDER EQUALITY POLICIES AND ENHANCEMENT OF FEMALE LEADERSHIP IN UNIVERSITIES

The key belief driving the development of monitoring and evaluation is that its outcomes are meant to be valuable because they are expected to contribute in a positive manner to good governance and promotion of gender agenda in universities (World Bank, 2007). Moreover, through monitoring and evaluation, accountability and transparency can be improved and a performance-focused and transformational organisational culture is likely to be developed through operational and competent feedback systems on how females can be promoted to positions of leadership.

6.6.1 Knowledge and understanding of the concept Monitoring and Evaluation.

The study established that the concept of monitoring and evaluation, meant accounting for gender equality policies and programs in place to promote gender equality in all levels. The findings further revealed that monitoring and evaluation was concerned with gauging the progress made on implemented policies and gender programs against the goals put in place and identifying the way forward.

The results of the study were consistent with Basheka and Byamuaisha's, (2015) findings in a study conducted in Uganda who noted that monitoring and evaluation is to determine how policies, projects, programs and interventions are working or not. Supporting the finding are authors like Kawiro et al. (2014), Clancy (2014) and Khanaler et al (2010) who state that monitoring and evaluation is a process that allows for assessment and evaluation of progress towards achieving gender goals. The similarities of the participants' responses and the extant literature indicate that both universities were aware

that monitoring and evaluation means taking rational decisions for improvement and is concerned with transfer of inputs and outputs; hence, making it easy for university leadership to gauge the policy implementers understanding of the implementation of gender equality policies and female leadership.

6.6.2 Reasons for carrying out monitoring and evaluation in Universities to promote female leadership

Pertaining to the reasons why monitoring and evaluation needs to be carried out in universities so that female leadership can be enhanced through gender equality policies, it emerged from the data collected that monitoring and evaluation needs to be carried out to promote transparency and accountability in addressing key developmental priorities and promoting females in decision making processes. These findings are aligned to a study conducted by Malefestane, Lungepi and Tembile (2014) and Castilla (2016) who observed that monitoring and evaluation should be carried out because it promotes good governance. The results further confirm those of a study done on monitoring and evaluation in Tanzania by Loveridge, (2011) who highlighted that monitoring and evaluation contributes to enhanced accountability and transparency and more so, creates more relevant, efficient and effective running of gender programs, policies and gender interventions. From the review of related literature Yehualashet, (2010) indicates that monitoring and evaluation is vital. This is because it advocates for meaning of the worthiness of policies and gender structures in place which in turn, promotes the political will among universities to support female leadership, institutional accountability, measure performance and efficiency of programs in a transparent manner.

Furthermore, it emerged from the participants that one of the reasons for carrying out monitoring and evaluation was to identify the strength and the weaknesses of the policies in place so as to take corrective measures as a way of avoiding questionable outcomes regarding gender equality and female visibility in positions of leadership. The above corresponds with World Bank (2007) report that the reason why monitoring and evaluation is carried out is to ensure that institutions carry out monitoring and evaluation that is multi-purposed, multi-dimensional, meets the need of the stakeholders and provides information on past and current experiences. In other words, by identifying the strengths

and the weaknesses of the gender equality policy and programs in place, universities will be in a position to learn, demonstrate their achievement and worth, give valuable results which may act as a source of authority to inform, legitimate and control managerial decisions concerning the critical mass of females in positions of leadership.

However, it emerged from the participants that on paper, the university was aware that monitoring and evaluation needed to be carried out so as to engage the university community in learning and reflection about the policies in place. But, in real terms monitoring and evaluation was yet to be practically formalized. Moreover, follow-ups were yet to be made to see if the implemented gender equality policy had achieved the desired outcomes in both universities. Basheka and Byamugisha (2015) state that universities and their academics continue to lack a thorough understanding and knowledge of the importance of carrying out monitoring and evaluation. The findings of the study are also commensurate with the review of related literature that monitoring and evaluation is the missing link in universities leading to enhancement of female empowerment and their involvement in positions of leadership (Loxton, 2004). The similarities of literature in both developed and developing countries and the findings of the study may lead to the conclusion that failure by universities to espouse theory and practice in monitoring and evaluation means that they will not be in a position to learn about the current performance of the gender policies, gender programs, gender strategies and structures which may assist universities in implementing any future policies or programs for enhancing female leadership in universities.

The data also sought to find out the role that is played by university leadership and its academics in monitoring and evaluation. In this study an analysis of collected data shows that though the participants knew and were aware of the roles they were expected to play during monitoring and evaluation such as collecting data, analysing the data and disseminating the result. However, the fact no formalized monitoring and evaluation had been carried out that despite both universities having gender policies and structures in place meant the participant roles in this process had not been done in practical terms. The participants noted that observations in relation to gender mainstreaming and affirmative action were being made but not in a systematic manner as a way of monitoring

and evaluation. Research study by MacKay (2007) highlights that universities lack monitoring and evaluation system which will assist nurture their theoretical and practical knowledge in relation to the importance of monitoring and evaluation. Both policy makers and policy implementers' views further indicated that monitoring and evaluation was fragmented. There was no framework for monitoring and evaluation and the only evaluation that was carried out was from the participants who attended gender training and workshop. Ile et al. (2012) highlight that monitoring and evaluation framework is a must in universities because it clearly pinpoints who, what, when, how and why monitoring and evaluation should be done. Also aligning with the findings of the study is Keeton (2012) that monitoring and evaluation in universities is done sporadically leading to these institutions missing out on opportunities to improve their adeptness and value. Results of the study imply that though monitoring and evaluation is meant to promote gender equality and female leadership, this is an area that both universities have largely neglected. As a result, little or no change regarding female leadership has been realized in these universities. Thus, the presence of females in decision making will, in all probability, remain insubstantial.

It must be noted however, that there was a variation of responses in failing to monitor and evaluate in both universities. In the study, the policy implementers pinned the blame on the policy makers for failing to show interest in carrying out monitoring and evaluation and being contented with the status quo. In collaboration with the findings of the study, review of related literature Armstrong, (2011) Sibanda (2011) and recent literature by Sarrafzadegan et al. (2016) highlights that support of policy makers is very important because they are the decision makers, meaning they have the primary role to instigate and carry out law as role models. Therefore, it is paramount that they do not only have comprehensive information on monitoring and evaluation, but also their attitude towards monitoring and evaluation must change so that the female leadership can be enhanced. In addition, the findings of the current study are also in line with an earlier study conducted by Khan (1998:326) which showed that lack of monitoring and evaluation in institutions is a result of failure in:

- Sensitization of top leadership to benefits of monitoring and evaluation.

- Identification of the most viable institutional framework for monitoring and evaluation.
- Introduction of a cost effective methods of evaluation.
- Linking monitoring and evaluation to good practices and bringing in NGOs and beneficiaries to the monitoring and evaluation process.
- Introduction of innovative feedback mechanisms and establishing linkages both nationally and internationally to ensure maximum access to and utilization of evaluation information.

The findings of the study illuminate that there is lack of participatory approach especially in monitoring and evaluation both universities. According to the World Bank (2004), it is paramount that institutions adopt participatory monitoring and evaluation approach as it involves all stakeholders who will assist in identifying the goals and objectives and even the indicators that can be used to monitoring and evaluation. This is because the mere presence of gender equality policy to promote female leadership is not enough as long as it is not being monitored and evaluated (Mapuranga, Tom, Chiwanza and Musingafi, 2015).

6.6.3 The HRD as responsible champions for carrying out monitoring and evaluation to promote female leadership in Universities?

A crucial question that is often raised concerning monitoring and evaluation is about power. Who controls and influences the monitoring and evaluation process. (Rubin, 1995). From the findings of the study, it emerged from the participants that if there was formalised monitoring and evaluation in their universities, then HRD would be responsible for spearheading the whole process because they are the implementing arm of all policies in universities. In support of the current finding is Muzunda (2007) and Kelly and Magongo (2004) who advance that there should be an individual department or office that is directly in charge of monitoring and evaluation as a main function, as well as, identification of different personnel for different activities of monitoring and evaluation, such as data collection, analysis, report writing and dissemination of monitoring and evaluation findings.

Supporting the findings of the study is Mandip, (2012) and DuBois and DuBois (2012) observation that HRD has the responsibility to communicate policy change to employees as this can influence the adoption of gender inclusiveness in decision making processes.

However, Cohen et al. (2011) are not in support of the current findings of the study. They observe that accusations have been posted that HRD plays more of an aid role than a strategic role. This explains their lack of involvement in monitoring and evaluation issues which may assist to solve the implementation of gender equality policies to enhance female leadership in universities. It further emerged from the participants that since gender policy was for everyone, monitoring and evaluation should involve everyone. Gyorkos (2003) states that HRD in monitoring and evaluation cannot be understated because one of their main functions is to implement institutional policies, assist in co-ordination and administration efforts and endorse long term commitment on the part of all stakeholders at all levels.

Zavale, et al. (2016) state that HRD refers to the quality of leadership in a university that is people centred, the availability of skills in economic and policy analysis, this also avoids monitoring and evaluation being done at the whim and discretion of those responsible for it. Besides, Zwane (2014) also found out that inclusion stakeholders throughout the whole monitoring and evaluation process produced more relevant and useful information for stakeholders. This means that if such a stance is followed in universities, the importance of the monitoring and evaluation process will enhance a participatory approach to help solve the equation of lack of female leadership in universities.

Jan and Contreras (2016) posits that the participatory approach in monitoring and evaluation is viewed as an empowerment tool for the beneficiaries (female academics). This observation is commensurate with the feminist critical policy analysis theory utilized in this study which highlights that universities should be gender conscious so that they can be in a position to eradicate power asymmetries. Furthermore, the participatory approach is a demonstration of continuous bottom-up and top-down dialogue between management and its academics. This aligns with the policy implementation theories used in this study that illuminate how through the process of negotiation and bargaining, both local actors and policy makers are in a position to interact regularly at different stages at macro and micro levels for successful implementation of gender policies in universities (Suggest, 2011).

The findings of the study also illuminated that there was need to have expert manpower to assist with monitoring and evaluation. Supporting these findings, Ramesh, (2002) argues that it is the role of HRD to identify experts in monitoring and evaluation who will assist in giving clear job descriptions to those involved in monitoring and evaluation of gender policies. This will assist both universities to come with an arsenal of tools to ensure that monitoring and evaluation is effectively carried out.

6.6.4 Closing the gender gap through monitoring and evaluation to enhance female leadership in Universities

A study by Angheluta, Mohireanu and Costea (2016) indicates that the gender gap is a multifaceted reality leading to diverse economic and social decisions. In this study, the participants were asked how the gender gap could be closed through monitoring and evaluation. The study revealed that there was need for female empowerment through different capacity building projects because the gender divide was still too wide. It further emerged from the participants that there was need for gender experts who would assist in addressing those gender blind sections in universities and this could lead to a change of culture and structures in universities. The emerging data also revealed that transparency and accountability must be promoted especially in recruitment and selection processes. This would assist in measuring the quality and the quantity of the gender activities in their universities.

It also emerged from the participants that the gender gap could be closed through gender audit. Unterhalter (2004) states that the absence of sex disaggregated data due to lack of gender audit makes monitoring and evaluation an impossible outcome and hides gross gender disproportions, hence the gender gap subsists. Kilby and Crawford (2011) further observe that gender audits are not yet widespread in universities, yet these audits assist universities to determine whether internal responsibility and accountability for gender mainstreaming, affirmative action and gender structures are adequate to deliver the policy obligation. Therefore, closing the gender gap through monitoring and evaluation continues to be a herculean task. Thus, it is important that universities should realize that closing the gender gap is a catalyst and a sine-quo-non for achievement of sustainable development in universities and gender parity at all levels (Ejumudo, 2015). Furthermore,

recent literature is indicative that there is now a critical mass of females demonstrating their equal competence in socially valued and masculine domains (Evan, 2016). Therefore, monitoring and evaluation should not be made an optional accessory, otherwise the relevance, effectiveness, efficiency, impact, and sustainability of change will not be ascertained (Chauraya, 2014: 408).

Moreover, Nir and McClurg (2015), also posit that gender gap can be reduced if there is buy in from the management on gender issues and if commitment on this issue is translated into action. This means that change can only be realized when monitoring and evaluation is inclusive of the university organizational culture and the type of leadership prevailing within that institution (McGregor and McCarthy, 2016).

Notwithstanding these negative outcomes, it emerged that, informal monitoring and evaluation had been carried out through evaluation forms completed by participants after gender training and workshops, with the results being used to identify the pros and cons in a bid to address and promote gender equality. The researcher felt this portrayed a form of good practice.

6.7 CHAPTER SUMMARY

There were significant findings discussed in the chapter based on the implementation of gender equality policies to enhance female leadership in universities. The results of the study showed that both universities had in place operational gender equality policies. The findings of the study revealed that internal and external gender expertise, top-down and bottom-up consultations had been made by both universities for policy formulation. In addition it emerged that the policies were formulated in line with international, regional and national gender resolutions such as CEDAW, BDPf, MDS, SDGS and ZNGP to promote transparency in goal and objectives of these policies so that female leadership could be enhanced. The results highlighted that the university leadership and HRD were responsible for ensuring that these policies are implemented.

The outcomes of the study further showed that there were gender structures in both universities such as gender school, gender library, gender studies centre, gender committee, gender related publications and gender modules for teaching and learning.

These were all being used as a point of reference to show a collective investment on gender equality and female leadership agenda and working in collaboration with different gender experts, the government and NGOs. It was however, indicated that there were no qualified gender focal points and persons to help drive the visibility of female leadership in universities. Therefore, there was a call for change of outlook if these gender structures were to be fully incorporated within the universities.

The study revealed that transformational leadership skills were evident and contributed to a conducive organisational culture that in turn enhanced the visibility of females in positions of leadership, co-operation, stakeholder involvement, accountability and transparency, leading to enhancement of impartiality. However, it was evident from the results that male dominance and lack of gender knowledge was still prevalent in both universities. Emerging from the findings of the study was that gender mainstreaming was implemented through research, teaching and learning, community engagement and capacity building to promote female leadership. The study further showed that the agenda setting approach should be adopted when gender mainstreaming so that the underlying causes of dearth of female leadership can be addressed. However, it emerged that there was no framework to guide the universities under study on how to gender mainstream. Hence, gender experts were expected to assist in ensuring that this strategy is not implemented haphazardly. The outcomes of the study further showed that positive changes were being realized in female leadership as some positions had impartial exemplification of both genders, showing promotion of gender inclusiveness. However, the results indicated that there was no gender auditing and that the resources, both human and financial, were restricted due to limited funding from the government which compromised the effective address of principal barriers to female leadership in universities.

Emerging from the findings of the study was the importance of using affirmative action to challenge male domination and gender imbalance in universities through recruitment and selection. However, though there was avocation by some of the participants to implement affirmative action, it was revealed that meritocracy should be used to maintain quality and that the skills and knowledge of the beneficiaries of the affirmative action had to be taken

into consideration to avoid negative labelling. Nevertheless, the findings revealed that the implementation of affirmative action was not transparent due to the lack of consultation and clear lines of communication showing explicit set of rules and regulation to be followed at all levels when implementing affirmative action. Lastly, the study revealed that though there was need to do monitoring and evaluation to check for progress and promotion of accountability and transparency in enhancing female leadership, no official monitoring and evaluation had been carried out. The findings also indicated that there was need to have knowledgeable gender manpower to support monitoring and evaluation so that all gender blind sections could be addressed using monitoring and evaluation results in an attempt to close the gender gap.

This chapter revealed that there are number of grey areas that need attention from both universities under study for the purpose of progress towards finding solutions concerning the implementation of gender equality policies to enhance female leadership in universities. Meanwhile, findings revealed another side of the study worth mentioning, which is the existence of pockets of good practices by both universities in implementing gender equality policies to enhance female leadership. This chapter discussed the findings of the study. A detailed summary of the study conclusions and suggested recommendations in relation to the findings of the study are discussed in the next chapter. In addition, a proposed comprehensive framework that may be adopted by policy makers and universities for the implementation of gender equality policies to enhance female leadership in Zimbabwe is proposed by the researcher.

CHAPTER SEVEN

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

7.0 INTRODUCTION

This chapter summarizes the research and the main findings on the implementation of gender equality policies to enhance female leadership in universities. The justification of the three theoretical frameworks utilized in this study namely the feminist critical policy analysis theory, top-down theory and the bottom-up theory is elucidated. The qualitative research methodology was adopted in this study and a comprehensive justification of why it was used is also given. This is followed by conclusions emanating from the findings of the study and a proposed comprehensive framework on the implementation of gender equality policy to enhance female leadership in Zimbabwean universities. In order to bring findings of the study into perspective, the last part of the chapter gives the recommendations for relevant authorities and university stakeholders which are pertinent to future research in this field of study.

7.1 SUMMARY OF FINDINGS

The lack of female leadership in universities is indeed a widespread issue which continues to bring to light, lack of diversity and female voices in decision making processes globally. This is despite the various gender equality policies and programs that have been put in place to ameliorate the problem. This gave impetus to the examination of how the gender equality policies that have been put in place by Zimbabwean universities are being implemented so that female leadership can be enhanced and also to identify those pockets of good practice that promote gender equality and potentially close the gender gap at all levels. Based on the above mentioned, a summary of the findings of the study in relation to the objectives of the study is given in this section.

7.1.1 Operational gender equality policies in Universities

The findings from the study indicated that there were gender equality policies in place to promote female leadership. It was also revealed that external and internal gender expertise had been sought. However, it was revealed from the study that not all of the universities under study had carried out university-wide consultations. Instead, only gender technocrats, in this case who are the gender lecturers had been involved. In one of the universities, there was evidence of the top-down and bottom-up consultations indicating synergetic relations between management and its employees. It was further established from the study that gender equality policies should not be placed under one office but should be inclusive to promote good governance. This is because such a move may indirectly enable the policy implementers to alienate themselves from policy implementation and make policy changes to suit their needs such as sabotaging efforts to enhance female leadership.

7.1.2 Gender Structures and enhancement of female leadership in Universities

The findings of the study indicated that both universities had gender structures in place. These comprised SGCS, GSC, and SGCS library and most of the participants were aware that these structures were used to highlight the importance of gender equality, the plight of females and gender discrimination in the workplace and also as resource centres in the promotion of the gender agenda. It was established from the study, that these gender structures, just like gender policies, gender mainstreaming and affirmative action, had to be implemented in line with the international, regional and national gender conventions that promoted gender equality in the workplace at all levels. Most of the participants were in agreement that it was the role of the whole university community to promote gender awareness through the existing gender structures. It emerged from one of the selected universities that these structures had to be implemented with an African inclination taking into consideration that the experience of developed and developing countries on gender equality and female leadership emanates from totally different contexts. It was also found that it was the role of the policy implementers was to provide training, research and facilitation of gender workshops to both leadership and their colleagues to create an in-

depth understanding of the importance of gender structures in universities which is transformative and liberatory.

The findings of the study further showed that there were no formalized gender focal persons in both universities under study. Consequently, gender lecturers, chairpersons and DGS were being used as focal persons and the GSC and SGCS being used as focal points. It emerged that the major problem of lack of implementation of gender focal points and persons emanated from inadequate resources to train personnel to be gender focal persons and, too much workload. The results of the study revealed that gender structures were meant to be used for teaching, conduct current research, and do community engagement to achieve gender parity and visibility of females in decision making processes. The participants further highlighted that it was imperative that there is transparency in running the gender structures from top-bottom and bottom-up levels if positive changes were to be realized because negative attitudes on the gender agenda, existence of gender structure and what they stood for was still rife. The participants were however, quick to highlight that all hope was not lost because there were pockets of positive changes due to gender training and workshops which had been provided in conjunction with favourable organisational culture that promotes gender equality.

7.1.3 Organisational culture and enhancement of female leadership in Universities

With respect to enhancing female leadership through conducive organisational culture in universities under study, the results showed that there were changes of leadership style from authoritative to transformational leadership. The study revealed that open door policy was being promoted whereby employees had direct interaction with the university leadership. Moreover, it emerged that some of the leadership positions such as that of chairpersons were left in the hands of the policy implementers to vote for those individuals who they saw fit to lead them. However, some of the participants felt that male hegemony was still rife within the university environment and this caused lack of acceptance of females in positions of leadership and promoted persistence of lack of gender knowledge. This is an indication that transformational leadership, and commitment in promoting

gender equality and a gender sensitive environment is yet to be deeply engrained in some university structures so that females could be enhanced into positions of leadership.

Another important point that was raised by the participants was the promotion of transparency in all gender programs and initiatives so that female leadership in decision making processes could be enhanced. These views were seconded by reviewed literature where different scholars observed that female academics benefit more in open gender procedures. However, a rather disappointing fact was that there were a number of participants from both universities citing too much micro-politics which promoted existing status quo and undermined female capabilities. Furthermore, it could be deduced from the findings that inclusion of females in positions of leadership meant that universities had to be explicit about how the critical mass of females would be attained because the current statistics spelt otherwise. In terms of educating the university community about gender equality and promoting females to position of leadership, the majority of the participants from both universities noted that a couple of gender related programs, training and workshops had been carried out in collaboration with the NGOs and external gender experts and activists and different speakers were invited. However, limited time frames in these gender initiatives were cited as hindering effective gender training for the university community. Hence, adequate time and resources were advocated for as prerequisites for effective and efficient gender awareness programs in universities.

7.1.4 Gender Mainstreaming and enhancement of female leadership in Universities

The study found out that the majority of the participants knew that gender mainstreaming meant incorporation of all gender matters and inclusion of both male and females concerns in promoting gender equality in universities. The study established that gender mainstreaming was implemented through research, teaching and learning, community engagement, recruitment and promotion and capacity building. All these factors required adequate resources gender sensitive organisational culture for gender mainstreaming to be effective. It was also found that gender mainstreaming should not be an add on strategy but an agenda setting strategy so as to identify the root causes of lack of female

leadership in universities. It also emerged that not everyone was conversant with gender mainstreaming, thereby raising fears that this strategy was being implemented unsystematically. The results of the study showed that in both universities, there were no frameworks to implement gender mainstreaming. Instead, the gender equality policy in place were being used as gender mainstreaming guidelines. Hence, this called for a critical reflection by leadership on gender equality and female leadership in universities so that all gender mainstreaming matters would not be taken as peripheral issues.

The participants were of the view that collaboration by the university with the surrounding community, NGOs, external stakeholders through gender mainstreaming could promote female leadership. Moreover, it was noted that for gender mainstreaming to be fruitful, it had to be implemented in line with gender conventions and machineries that advocate the gender agenda. The findings of the study further showed that it was paramount that the mission and the vision statement of the universities reflect that these institutions prioritized gender mainstreaming and gender equality at all levels especially in top positions. The participants also highlighted that turnout at gender workshops had increased over time and this had promoted free talk of gender matters in both formal and informal meetings. The findings of the study revealed that both universities considered the enactment of the gender equality policies, gender structures and research throughput and a critical mass of females which had risen in one of the selected universities from 10% to 32%, as their recognized accomplishments in promoting visibility of females in positions of leadership. However, in both universities there was no explicit gender budgeting to assist in mainstreaming gender matters.

7.1.5 Affirmative Action and enhancement of female leadership in Universities

All participants were in agreement that affirmative action is meant to address gender imbalances to create a level playing ground for all because of the continued male dominance in positions of leadership and also due to the history of females playing triple roles within society, hence affecting their career trajectories. As a result, most of the participants felt affirmative action was ideal because it gave the females the opportunity to display their capabilities and had to start at grassroots level.

However, it further came out that while incorporating affirmative action, merit, skill, qualities of growth and potential for being a leader should not be ignored and neither should this strategy be implemented as tokenism so as to maintain quality and standard in universities. Giving first preference females through recruitment and promoting using affirmative action emerged as the main source of promoting visibility of females into positions of leadership. However, lack of transparency and clear lines of communications in implementing this strategy was cited as an obstacle to how the whole implementation process worked.

The study further revealed that both universities had supporting policies namely; sexual harassment policy, gender equality policy, recruitment and promotion policy to assist in promoting gender equality issues and female leadership in positions of power. However, it emerged that in one of the selected universities, there was no sexual harassment policy. It also emerged, from both universities, that the pool of females to choose to position of leadership through affirmative action was limited.

7.1.6 Monitoring and Evaluation of gender equality policies in universities to promote female leadership

The findings of the study clearly showed that all the participants knew and understood that monitoring and evaluation was about finding out if the policies in place were working or not and what corrective measures needed to be taken as a way forward in promoting female leadership. The study revealed that the participants felt monitoring and evaluation needed to be carried out so as to promote transparency and accountability on how female leadership can be promoted through the implementation of gender policies. It emerged that having monitoring and evaluation in place meant that the strength and the weakness of the policies could be easily identified through the emerging results. Thus, the results, of monitoring and evaluation can play a decisive role in gauging the progress made through implementation of gender equality policy and enhancement of female leadership. The results of the study revealed that though the university leadership in both universities was aware that monitoring and evaluation needed to be carried out as stipulated in the ZNGP of 2013, no formalized nor systematic monitoring and evaluation had been conducted, neither was there a framework for carrying out this process. Failure to

monitoring and evaluation has serious repercussions in the efforts that both universities have put in place and the resources that have been injected to gauge if the gender policies and programs in place have yielded any results worth mentioning with regard to promoting of females in positions of leadership.

The outcomes of the study further showed that monitoring and evaluation of gender policies to promote female leadership should not be HRD initiative alone. But, expert manpower and involvement of everyone was pertinent with leadership ensuring that there is adequate funding while the lower level employees would assist in data collection and analysis. Lastly the results indicated that gender gap can be closed if there is transparency and accountability in monitoring and evaluation and gender audit to note if there were any significant changes in critical mass of females. Thus, it is clear that both universities understand the need and realize that monitoring and evaluation is not an optional accessory but a sine-quo-non for addressing the dearth of female leadership in universities through the implementation of gender equality policies.

7.2 IMPLICATIONS FOR THE THEORY

Despite well intentioned efforts to actually provide more opportunities for female academics in universities through the implementation of gender equality policies, progress has been slow. This is because embedded within the discourse, are bureaucratic and masculine practices in universities leading to dearth of female leadership in decision making processes. In a bid to address the aforementioned, the study adopted the feminist critical policy analysis, top-down theory and bottom-up theory of policy implementation. The section that follows illuminates how the above mentioned theories aligned with the findings of the study.

7.2.1 The Feminist Critical Policy Analysis Theory

The feminist critical policy analysis theory was utilized in this study. This theory empowers people in situations where transformation is required in a bid to address constrained and distorted thinking and behaviour of academia towards female leadership and policy analysis. The relevance of this theory in this study is based on the premise that it can assist the universities to uncover patriarchal structures through the implementation of

gender equality policies to promote female leadership and also to assist university leadership and stakeholders on how to promote gender equality. It was evidenced in this study, that there were gender equality policies in place and university-wide consultations were made so as to promote gender awareness and equality. This showed that the issue of policy must not reflect the worldview of males and those in power only, but should be inclusive. The feminist critical policy analysis theory was relevant in this study because it highlighted how the implementation of gender equality policy and female enhancement plays out at the ground level and where and how policy slippage occurs and how policy rhetoric does not meet nor match reality of the policy implementation. Thus promoting a dearth of female leadership. This theory was also ideal because it supported holism, mutuality, and co-operation and shared power in universities. It was also found in the study that there was ongoing research, teaching and learning on gender equality and publications on gender equality matters. The theory makes it clear that universities must reinvent the methods and theories they use to acknowledge that female leadership matters.

It further emerged that first preference was given to female academics to study within and abroad to attain higher degrees so that they could be at a competitive level with their male counterparts. Therefore, the importance of this theory in this study lies in the fact that it is goal oriented and explicit on how sexist oppression of females should be ended as a way of working towards female empowerment. This will lead to a substantial shift and a change of mind-set in power dynamics in universities thus, providing an alternative lenses in examining the implementation of gender equality policies and enhancement of female leadership in universities.

7.2.2 The Top-Down Theory to Policy Implementation

The top-down theory by Van Meter and Van Horn was also used in this study. The crux of this theory is the implementation chain to avoid implementation deficit.

Thus, the theory applied to the findings of the study where the participants alluded that the goals and the objectives of the policy were transparent, showing that the goal consensus in implementing the gender equality policies to promote female leadership

was high in both universities. The findings of the study also showed that this theory was relevant because it emerged that both universities had endeavoured to encourage and promote an open door policy whereby employees could have direct contact with leadership and also promoting an organisational culture that was impartial.

In addition, the theory was relevant for this study because the findings were indicative that there was a directive from the Ministry that universities were to have gender policies implemented in line with the ZNGP of 2013 which is the country main gender policy. This cascaded to the university leadership making decision to have the gender equality policies in place before the whole idea was sold to the rest of the university community as a way of avoiding implementation flaws. Gender mainstreaming and affirmative action were being implemented in line with the ZNGP and other international and regional gender conventions and policies. As such, this theory was useful not only in understanding how the gender equality policies are implemented to enhance female leadership but also to identify those pockets of good practice that the university leadership, have initiated by following directives from the top to promote gender equality and gender awareness in their institutions. Furthermore, the top-down theory was relevant to this study because, as Sabatier, (2007) states that one of the core functions of this theory is to seek skilful gender implementers. The findings of the study showed that the leadership in both universities had shown commitment to promoting female leadership by sourcing internal and external gender experts so that support of female leadership could be achieved over time. Thus, taking such a stance exposed both universities to the importance of gender parity in decision making processes while, at the same time ensuring accurate execution of the policies.

The outcomes of the study also illuminated the importance of the top-down theory when it was revealed from the findings that the success of the implementation of gender equality policies and female leadership in top positions was dependent on the policy makers as they are in charge of availability of adequate resources both human and fiscal. Thus, the implementation of gender mainstreaming, affirmative action, gender structures, SDP, gender training and workshops required ongoing funding. This explains why the

participants felt gender budgeting and audit were vital to avoid lack of adequate resources while promoting female leadership and gender equality.

7.2.3 The Bottom-Up Theory to Policy Implementation

The study was further guided by the bottom-up theory to policy implementation which highlights that people on the ground are the ones that carry out policy goals and objectives and tend to work with high service. The findings of the study were also indicative that the bottom-up theory was applicable. For instance, the findings of the study pointed to the fact that there was need to go back to grassroots levels and the society so as to promote the importance of gender equality at all levels. As a result, both universities had made an effort to implement policy from the local actors' level through gender training and workshops, working in collaboration with NGOs and surrounding communities to promote gender awareness and inclusion of females in decision making processes so that policy goals and objectives could be achieved.

As suggested by the theory, the inclusion of local actors is beneficial because, to understand the implementation gap, policy implementation must start from the bottom and not the top. For example, the findings of the study showed that there were consultations with lower level employees before the implementation of gender equality policy. This resulted in inclusion and ownership of the gender policy and programs in place. In addition, the bottom-up theory was relevant to the study because the idea was to find out from the policy implementers (lecturers and chairpersons), the steps that their institutions had employed to promote gender equality through inclusive organisational culture, gender mainstreaming, affirmative action, gender structures, and if any monitoring and evaluation had been carried out. The use of bottom up theory promotes accountability because the policy implementers are the ones who actually encounter the actual problems of why policy implementation fails.

Furthermore, the theory was ideal because implementation is best understood to be more successful and achievable if the policy makers understand which parts are best performed by policy implementers and the resources required. The findings of the study were indicative that the university leadership (policy makers) sought advice from gender

experts (policy implementers) within their universities to find out the resources required to implement the gender equality policies and gender programs. Therefore, the bottom-up theory was utilized in this study because it assisted the universities in question to have a holistic picture of exactly what was transpiring on the ground and how buy in from all relevant stakeholders could be promoted towards the implementation of gender equality policies to enhance female leadership in universities.

7.3 JUSTIFICATION OF RESEARCH METHODOLOGY

The interpretive paradigm was employed because the central aim was to understand the subjective world of human experience and to uncover beliefs and elicit meaning from action to intention through dialogical intersection between the research and the participants in a holistic and value based manner. The paradigm used in this study also led to the appropriate research approach. In this case, the qualitative research approach was used to ensure that the research questions were adequately addressed so as to be able to gain rich and in-depth data of the experiences, challenges, opportunities and perceptions of the selected universities concerning the implementation of gender equality policies and female empowerment to positions of leadership.

Therefore, data was collected within the natural settings of the participants to allow access to specific information instead of making sweeping statements about the research under study. This allowed the researcher to capture the experiences and perceptions of the participants verbatim. This created the opportunity to identify the differences and the similarities and the pockets of good practices among the responses given by the participants. The case study was also used in this study because it allowed the researcher to investigate how critical mass of females can be promoted to top positions in universities using multiple sources of evidence. These included semi structured interviews, FGPs and document analysis and these were also used as a way of triangulating data. This resulted in an in-depth investigation on those significant factors that characterize the implementation of gender equality policies and promotion of females to top positions. At the same time, this contributed towards the credibility and the trustworthiness of the research under study.

7.4 CONCLUSION

The following conclusions were derived from the study which examined the implementation of gender equality policies to enhance female leadership in universities. The researcher also found out that there were gender policies in place in both universities. Moreover, there were other supporting policies that addressed gender matters such as sexual harassment policy and recruitment and promotion policies. The enactment of these policies may have been encouraged by the fact that the ZNGP also supports and encourages that universities must come up with their own customized gender equality policies to address gender imbalances in their institutions. Moreover, there were gender structures in place which were meant to initiate, monitor, evaluate, organize and disseminate information on gender matters. In addition, the outcomes showed that in both universities, those under GSC and SGCS had been in charge of ensuring that these structures act as signposts in promoting gender issues.

In addition, the study revealed that, though the organisational culture in universities is still in favour of males, the institutions in question were slowly, but surely, moving away from being bureaucratic to more transformational leadership characterised by promotion of open door policy to all levels of employees. This depicted universities as organisational cultures which are gender sensitive and strive to promote recognition of females in top positions. In the study, it was also noted that gender mainstreaming and affirmative action were used as strategies to enhance female leadership and the use of these strategies was done through teaching and learning, research and publications, capacity building, SDP, recruitment and promotions to promote gender equality, female empowerment to increase their visibility in top positions. However, emerging from the majority of the participants was that these strategies were not being implemented in a systematic manner. Some participants felt affirmative action was a chance for females to showcase their capabilities and potential while other participants felt affirmative action was no longer viable within a university setup. The major findings of the study were that the strategies and structures to address the implementation of gender equality policies to enhance female leadership were implemented in line with gender conventions and policies.

Regardless of these initiatives, one of the emerging major concerns was that the visibility of females in meaningful positions was yet to be witnessed.

Though it was also good to note that both universities had made an effort to address dearth of female leadership by providing human and financial resources, gender awareness programs, promoting transparency and accountability from top to lower levels, unfortunately, there are number of challenges that were experienced by both universities such as lack of monitoring and evaluation to assist in tapping and or identifying progress made. In addition, some of the challenges were lack of adequate funding and manpower and lack of gender knowledge, unsystematic implementation of affirmative action, insufficient training programs, lack of consultation of policy implementers in some of the gender programs in place, lack of gender audit and scarce budgets. These findings were similar in both universities under study.

Some pockets of good practice were evident. Some of the good practices worth mentioning in both universities under study were the selection of chairperson of department by employees and not management; presence of gender policies and other supporting policies; external and internal gender experts, consultation with lower level employees on how to implement gender policies. There was also involvement of community, NGOs such as PADHARE and MSASA, capacity building and SDP, gender training workshops, gender days, giving first preference to females on recruitment and promotion through affirmative action, and research and publications on gender matters.

The overall findings of this study which are based on the core research questions on the two selected universities are indicative that both universities have made tremendous progress in promoting the implementation of gender equality policies to enhance female leadership through a number of strategies and gender structures. However, the findings of the study also show that the two universities still have some pockets of gender blind practices. This calls for a proposed comprehensive framework by the researcher which universities may need to adopt to implement gender equality policies to enhance female leadership so as to create a level playing ground for both genders in decision making processes.

7.5 CONTRIBUTIONS TO KNOWLEDGE

The study examined the implementation of gender equality policy to enhance female leadership in Zimbabwean universities. The findings of the study illuminated that despite the strides that both universities have made such as involvement of external and internal stakeholders and gender experts during policy formulation, engagement of different strides and enactment of gender structures, dearth of female leadership in these universities still subsists. As a result, a comprehensive framework for implementing gender equality policies to enhance female leadership in Zimbabwean universities is suggested by the researcher as illustrated in Table 17.

Table 17: Recommended comprehensive framework for Implementation of Gender Equality Policies to enhance female leadership in Zimbabwean universities.

<i>Strategies for enhancing female leadership through the implementation of gender equality policies</i>	<i>Implementation of gender equality policy to enhance female leadership as applied in Zimbabwean Universities</i>	<i>Comprehensive framework for Implementation of gender equality policy to enhance female leadership in Zimbabwean Universities (Good practices recommended by the researcher)</i>
ORGANISATION CULTURE AN ENHANCEMENT OF FEMALE LEADERSHIP IN UNIVERSITIES		
An organisational culture is the pattern of shared values norms, beliefs, activities and behaviour that develops within an organization over time. A conducive organization culture is vital if the usage of skills and abilities from both genders in leadership realm is to be recognized and appreciated in universities An open organisational culture which is well connected and supports knowledge sharing and	The university leadership in both universities strived for a conducive organisational culture and promoting transformational leadership through open door policy. All employees regardless of gender or position could consult with leadership at any given time subject to their availability. However, lack of gender knowledge was cited among some leaders, with some participants stating some individuals were paying lip service to issues concerning gender equality	There should be transformational leadership throughout the whole university structures. The organization culture should be in line with the institutional vision and mission so as to promote proactive and continuous transformation to gender matters. This will assist universities to quickly identify those gender blind sections where the organisational culture is still rigid and promotes patriarchal tendencies. Universities must be learning organizations that draw both on qualities of both genders in decision making processes. Universities should implement a policy whereby female academics are given an option to take

teamwork is paramount to promote female leadership and implementation of gender equality policy.	issues yet their behaviour said otherwise. There was evidence of male dominance in positions of leadership. In addition, decisions were flowing from top-bottom leading to cultural rigidity within the society and in universities. Moreover those females who were identified as capable leaders were not forthcoming to take up leadership positions.	up leadership positions on acting capacity for a stipulated time frame in which afterwards they may decide to accept the post on full time basis or not.
There is need for more transparent goals and objectives of gender equality policy, and a transparent and holistic organisational culture so as to promote female leadership.	Most of the participants alluded to the fact that the goals and objectives of the gender equality policy were clearly stated and these had been coined in line with the ZNGP of 2013, CEDAW, BPA. Top-down and bottom up consultations had been made on what the gender equality policy should entail. External and internal gender experts, in both universities were involved to give support and advice an indication that both universities were striving to be pace setters in enhancing the gender agenda. However, some of the policy implementers felt the goals and objectives of the policies in place could take a long time to be achieved as compared to the time frame stipulated by the	Clearly articulated goals and objectives of the gender equality policy to promote female leadership should be promoted and be aligned with gender conventions and policies. Universities must also state in clear terms how the goals and objectives will be attained, when and how to avoid ambiguity. Universities should use a variety of communication mediums in simplified language to enhance gender awareness to the university community on the agreed goals and objectives. This will promote co-operation, collaboration, ownership and trust between policy makers and the policy implementers in promoting a university culture that is gender sensitive. During policy formulation, use of bottom up approach does not mean gender lecturers who are considered as gender experts. But, there should be involvement of the whole university community during policy formulation. Gender experts should also come from Government, ministerial levels and NGOs to assist universities benchmark

	university management. Their reasons were that attaining such goals needs adequate resources which currently was not available.	progress of female leadership. This should be an ongoing exercise especially if universities do not have the capacity and the expertise to gunner for buy in from the university community on the importance of equal participation in top positions.
An organisational culture that promotes gender equality in universities needs to be promoted to avoid ignoring the skills and abilities of females and promoting the existing status quo.	Both male and female academics in one of the selected universities had the opportunity to select their own departmental chairperson. As a result, both genders were being given the opportunity to showcase their skills and abilities so as to promote gender equality in all levels of leadership. However, the results showed that in one of the universities a gender committee which had been enacted during policy formulation had stopped functioning soon after the gender policy was implemented. Yet, this committee major role was meant to assist in coining how gender awareness, gender equality and conducive organization culture for career mobility of both genders would be promoted vis a vis the gender policy in place.	University leadership and management should act as role models for desired behaviors and must build effective leadership and staff empowerment by giving opportunities to staff to select their own leaders. This promotes trust, shared power, autonomy and authentic leadership based on individual capacity. Open door policy on selection of leaders will create better outcomes and an organisational culture that enhances moral promotion and institutional sustainability. Universities should have in place comprehensive gender committee which comprises of members representing faculties. The gender committee must be given a mandate by the management to sit in all university committees and meetings to ensure that there is inclusion of a gender perspective in all university activities.
GENDER MAINSTREAMING AND EHNANCEMENT OF FEMALE LEADERSHIP IN UNIVERSITIES		
Gender mainstreaming is a strategy for achieving equality between males and females. Gender	Policy makers and policy implementers showed an understanding that gender mainstreaming means	Teamwork among all university stakeholders should be promoted to enhance implementation of gender mainstreaming. Teaching and

mainstreaming is about rebranding and reinvention of both genders in academia through various gender initiatives and programs such as teaching, research and community engagement	participation of both males and females in gender matters. Gender mainstreaming was implemented through teaching and learning, research and publications, community engagement and strategic planning to highlight issues that affect males and females in and out of academia.	learning, research and community engagement aspects should all be integrated when gender mainstreaming using the agenda setting/ transformational approach. There should be a work plan on how infusion of gender mainstreaming will be carried out. This will be beneficial to university in promoting gender equality because, all the three critical areas that are part of a university system will be addressed.
Transparency in gender analysis and gender budgeting is the missing link in gender mainstreaming in universities. Hence, some aspects of gendered equality remain unchanged due to retrogressive actions as far as gender matters and promoting female leadership in top positions are concerned in universities.	There was evidence of absence of gender analysis and gender budgeting in both universities, budgeting, all resources were centralized and controlled by in bursary department in both universities. Gender mainstreaming was an add on strategy to the rest of the university community save for the gender experts. Gender mainstreaming was being implemented in a fragmented manner due to scanty knowledge on gender mainstreaming and lack of resources.	There should be gender analysis in both universities to assist in ascertaining if the implemented gender equality policy reinforces or challenges lack of female leadership in their institutions. Gender budgeting linked to policy formulation should be adopted in universities so that there can be adequate allocation of resources for specific programs to promote gender equality. All relevant stakeholders should be involved in gender budgeting to promote transparency and accountability. Transparency in gender budgeting will indicate how universities intend to fund their gender workshops and training, capacity building programs for their academics. NGOs must be included in gender budgeting processes by universities to help supplement funding given by government and to act as feedback loops between universities and the surrounding communities on how to promote gender parity.
AFFIRMATIVE ACTION AND ENHANCEMENT OF FEMALE LEADERSHIP IN UNIVERSITIES		
Affirmative action refers to the positive steps taken to increase the representation of females in areas of	As a way of enhancing a diversified gender picture in top positions, universities used affirmative action	The use of affirmative action should be adopted by universities to bridge the gender gap in positions of leadership,

employment, education from which they were historically excluded, thus it is a method of prevention and elimination of discrimination.	advertises that encouraged female to apply for flighted positions; selection, recruitment and promotions and empowerment of female academics in decision making processes.	promoting shared power and good governance. University gender experts such as gender focal persons should be allowed to sit in recruitment and promotion panels to ensure affirmative action is implemented so that a critical mass of female in top positions can be attained.
Affirmative action is a key intervention strategy which can enable female academics to engage in principal areas of leadership. Its implementation is about harmonization which is meant to promote optimum utilization of opportunities for female academics. Affirmative action is appropriate because it is meant to coerce people to examine the criteria utilized to reward past performances and foretell future performances.	Female academics underwent training to enhance their skills on leadership. However, it emerged from the results that some females were not willing to be away from their families for long periods of time for capacity building programmes or to attain further academic qualifications and this affected their career trajectory.	Female academics should be encouraged to undergo capacity building programs and training for leadership skills regardless of the positions they hold within the university structure. This will give female academics the opportunity to interact on how they can assist each other to improve their skills to attain positions of leadership in their universities. Female academics should be given a time frame to attain high academic and professional qualifications. This will ensure that merit and excellence in universities is upheld while a fair representation of both genders in leadership positions is also enhanced. Universities should organize retreats where all stakeholders are taught about the benefits of affirmative action in promoting shared power among both genders.
Universities should ensure that affirmative action is tied to the strategic goals of the institution so that it is not seen as a vague concept but be seen as a redistributive strategy through the strategic goal of an institution.	There is mention of gender matters in strategic planning documents of both the selected universities on how female growth and empowerment would be achieved. However, there was ignorance by policy implementers on what was articulated in the strategic documents of their institutions about redress to dearth of female leadership.	Participation of lower level employees in strategic planning is important and their roles and responsibilities should be clearly articulated. This will assist policy makers to put in place attainable goals and objectives that are aligned with the five years strategic rolling plan on how critical mass of female will be achieved through affirmative action.

Affirmative action is fraught with challenges because universities have not taken time to educate their subordinates of the need of affirmative action in universities so as to promote gender equality and visibility of females in decision making processes.	Implementation of affirmative action was more transparent at student level through admissions than at employees' level. There was evidence that policy implementers were not consulted and lacked knowledge how affirmative action was being implemented to redress gross gender inequalities.	Transparency in the implementation of affirmative action at all levels in universities is vital. Universities should take time to educate their members of staff by using diverse communication mediums to sensitive its employees about how and why affirmative action will be adopted and why it is linked to gender equality at all levels.
GENDER STRUCTURES AND ENHANCEMENT OF FEMALE LEADERSHIP IN UNIVERSITIES		
Universities should have in place gender structures such as gender schools, gender studies centres and these are meant to produce knowledge on gender equality issues and activities aimed at promoting female leadership and taking full charge of the gender policies in place	There are gender structures in place used as point of contact in both universities. These were SGCS, GSC, Gender, SGCS library. The DGS, COD assisted to run the structures with the assistance of gender lecturers. However, in one of the selected universities, though there was gender centre, the gender committee had been dissolved. The centre focused more on teaching and learning of gender matter to students.	There should be more visible gender structures in universities to assist to promote gender equality in all campuses so that implementation of gender equality policy and enhancement of female leadership can be driven with one voice which is representative of both genders. Gender structures should not focus on teaching and learning of gender matters only. The structures should also be centres of excellence that give training programs to individuals and community members who desire to be gender advocates. This will help to promote gender agenda across all faculties and at societal level. Gender committees should ensure that the gender structures are fully functional and it should be included in the university calendar and committee books, this will show its importance and relevance within the university structure.
Universities also need to learn from other universities on the implementation of gender structures while, at the same time involving	Universities networked with other universities and gender experts from local, regional and international universities were invited to educate, support, advice	There should be Inter-University Memorandum of Understanding with gender experts at global, regional and national level on how gender structures can be used to promote critical mass of females through

leadership and the its employees to avoid gender structures being used as adornments that universities use as referral points that have met their obligations in eliminating gender disparities.	and assist the university Leadership, employees and students on the important of GEP, gender equality, sexual harassment, gender violence.	affirmative action, gender mainstreaming, monitoring and evaluation. This will promote dynamic networking, collaboration and identification of pockets of good practices on critical mass of females in decision making processes.
Gender structures have to be linked with organisational culture to avoid rejection and marginalization, ignorance and lack of commitment by policy makers and implementers towards gender structures	There was evidence that organisational culture of the universities and the Zimbabwean culture which is Afrocentric were blended in implementing gender structures, gender equality and female leadership.	Universities should not treat African values and cultural beliefs and promotion of gender equality issues as separate entities. Therefore, Local Chiefs who are the custodians of the communities surrounding the universities should be invited for roundtable discussions to assist in setting up gender structures. Their inclusion will assist universities to come up the community engagement programs that are customized to suit the needs of the local community in promoting use of gender structures.
Gender focal points/persons should be put in place and be used to facilitate implementation of gender equality policy and enhancement of female leadership in decision making processes	There were no gender focal persons/points or gender desk in place, no training or recruitment of gender focal persons/points had been done by both universities. SGCS and GSC were used as focal points and the DGC, COD and gender lectures were playing double role of being focal persons and lecturers.	Universities must recruit gender focal persons to reduce workload of gender lecturers. These will advise, support, provide training on gender matters and promote community engagement. These should be positioned within the main campus and all satellite campuses. The gender focal persons should have representatives who sits in universities committees to ensure that the institutional goals and objectives and community expectations are adhered to.
There should be on-going gender awareness programs, gender outreach programs and gender research to promote gender awareness among the university community.	There was evidence from both universities that number of gender workshops had been done by gender experts from Ghana, India and Zimbabwe on the gender agenda. There was also gender day, invitation of	University leadership and academics should be exposed to more training and workshops focusing more on the importance of having gender structures, the role of gender structures and how female leadership is promote through these gender structures. This will promote interaction among university and a

Gender structures in universities should have enough space and visibility to make better progress in addressing the dearth of female leadership	NGOs to take part in these workshops. Gender module was offered to students and was a prerequisite that it must be passed for one to graduate. Research by gender lectures had been carried out to promote gender equality at all level. There was evidence of published books, research papers and module for facilitation of gender studies. In one of the selected university, the gender structure was clearly labelled with gender sensitive posters in and outside the centre. However, in one of the universities the space allocated to gender infrastructure was limited and had no posters promoting gender agenda.	university culture that is transformational towards gender initiatives. Gender training programs to support gender structures may comprise of different set of teams that are for leadership only, males only, females only and combinational of both gender (Policy makers and the policy implementers). A comparison of outcomes from these different group can be collated together. This can assist universities to identify existing gender gaps within their university structure. Research publications and co-authorship with other gender experts from within and outside Zimbabwe should be promoted. This will ensure that the gender structures are responsive to global standards. Gender structures should be clearly labelled for easy identification and universities should avail more infrastructure for gender structures for enhanced delivery.
Availability of funding of gender structures point to a solid facilitation that supports for an exchange of good practices, knowledge sharing among universities and progress towards gender balance (UN Women, 2013 and LERU, 2012)	There was limited human and financial assistance injected in both universities. Most of the gender experts were full time lecturers. This meant limited time was given to gender awareness programs due to their work loads	Universities need to come up with funding mechanisms to argument the physical infrastructure, staff and equipment to assist putting in place vibrant gender structures. Universities can also host international conference on importance of gender structures and promoting of female leadership through implementation of gender quality policies. Resources generated from these conferences can be used to supplement subsidy given by government and the NGOs.

MONITORING AND EVALUATION OF GEP TO ENHANCE FEMAE LEADERSHIP IN UNIVERSITIES		
Monitoring and evaluation should not be done in a sporadic manner so that universities do not miss out on how to improve their efficiency and effectiveness and taking corrective measures if necessary (Keeton, 2012).	No formal monitoring and evaluation had been carried out in both universities to measure progress. Lack of systematic follow up to critical mass of females in positions of leadership. Monitoring and evaluation was carried out by gender lecturers through gender workshops to gauge which areas needed redress. HRD did monitoring and evaluation and through recruitment only. HRD employees sat in during interviews to observe if gender equality was being implemented.	There should be formalized monitoring and evaluation which is carried out in both universities and should be inclusive of all university stakeholders. Gender focal persons, gender lecturers and the Director of gender schools should assist by giving guidance to university leadership on how the monitoring and evaluation process should be carried out. This will enhance accountability, transparency and addressing critical development issues on how female leadership can be enhanced to close the gender gap. Training on how to monitor and evaluate should be given by universities to all relevant stakeholders and team players prior to the monitoring and evaluation process being carried out. Monitoring and evaluation should not only focus on promotion and recruitment only. A comprehensive program on monitoring and evaluation should also be carried out on all the gender policies and programs in place. This will create a situation where power ambiguity is addressed in universities vis a vis the gender equality policy.
A monitoring and evaluation framework must be adopted by universities. This will provide sex disaggregated data so that the whole process is carried out formally and in a transparent manner to promote financial and political accountability.	There was no framework specifically meant for monitoring and evaluation in both universities. Lack of interest shown by university management and the HRD to monitoring and evaluation so as to address the situation on the ground	A monitoring and evaluation framework should be implemented which will be used by universities as a guide showing what is being monitored and evaluated, when, how and why monitoring and evaluation will be carried out. The framework should also show the responsible personnel, their expected roles and responsibilities during the monitoring and evaluation process.

		There is need for universities to show commitment and political will through financial and human resources towards monitoring and evaluation process of gender equality policy in place so as to promote female leadership. Universities should engage external consultants to monitor and evaluate policies in place. This will promote transparency and accountability on how the target number of female academics will be attained through updated gender audits.
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7.6 RECOMMENDATIONS

For continued realization of tangible progress and enhanced commitment, transparency and accountability towards promoting female empowerment in decision making processes through the implementation of gender equality policies, the following recommendations are proffered:

- As a benchmark to visibility of females in positions of leadership, there should be more robust gender structures in all the satellite campuses with gender focal persons so that the promotion of gender equality can be cross-cutting throughout the whole university. These structures should be consistent in approach on how gender parity will be achieved.
- There should be promotion of transformational leadership throughout the whole university system so that there can be a balanced representation of both genders in positions of leadership. The appointment of leadership positions in both universities should be on a gender rotationary basis. This may create a leeway and chances for females to lead in universities.
- In addition, there should be induction and orientation of new employees on university culture, the importance of gender equality, and how it should be promoted. This will promote the employees' commitment to making gender equality and promotion of female leadership initiatives work and worthwhile through gender mainstreaming, affirmative action, gender structures and monitoring and evaluation. This will reflect on the steps that both universities have

taken to promote gender equality and enhancement of females in positions of leadership.

- Lower level employees should play a more visible role in conjunction with the leadership. They must also be consulted and included in the planning of the strategic planning document and both universities must intensify their gender training and workshops to the university community. These must be on-going for continuous gender awareness.
- Attempts should be made to source for adequate funding specifically meant for creating an organisational culture that is gender sensitive for the implementation of gender equality policy, gender mainstreaming and affirmative action and monitoring and evaluation so that female leadership can be promoted. This will contribute in addressing gender discrimination which can lead to institutional transformation on gender related issues.
- It is also recommended that those female academics who aspire to be leaders should plan for their career mobility, be self-assertive and persistent in realizing their goals. Universities should have in place, different programs put aside specifically for training of females and these should have an outlook on leadership and management.
- There should be adequate human and financial resources to assist in the recruitment and retention of female academics as this can lead to winning the battle of gender imbalance which has been ongoing for long time through internal and external funding.
- There should be formalized monitoring and evaluation carried out for the gender equality policies and gender programs so as to gauge the progress made, the strengths and the weaknesses of the policies towards female empowerment and promotion of gender equality in universities. This should be guided by a monitoring and evaluation framework so as to assist universities to tap into the research of female empowerment and gender equality in a bid to come up with policies that promote the interest of both genders.
- Gender audits to assist universities to see if the critical mass of females is being attained or not should be promoted and if there is gender balance at all levels so that corrective measures can be taken to make universities more gender balanced and both universities must put formalized gender budgeting in place.
- Lack of female leadership may not necessarily be an institutional problem but socialization problem. Therefore, both universities need to promote community engagement as this can solve dearth of female leadership while contributing to positive changes in universities through the implemented gender equality policies.

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APPENDICES

APPENDIX A: ETHICAL CLEARANCE CERTIFICATE



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE REC-270710-028-RA Level 01

Certificate Reference Number: REM171SCH101

Project title: **Implementation of Gender Equality Policies to Enhance Female leadership in Zimbabwean Universities: Towards a Comprehensive Framework.**

Nature of Project: PhD

Principal Researcher: Bellita Banda Chitsamatanga
Sub-Investigator:

Supervisor: Prof S Rembe
Co-supervisor:

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

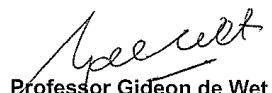
Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Gideon de Wet
Dean of Research

30 October 2015

APPENDIX B: INFORMED CONSENT AGREEMENT FORM

INFORMED CONSENT

I hereby agree to participate in research regarding strategies used to maintain positive discipline in Bulawayo Metropolitan Province Secondary Schools. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the interview, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.

.....

Signature of participant

Date:.....

I hereby agree to the tape recording of my participation in the study

.....

Signature of participant

Date:.....

APPENDIX H: INTERVIEW SCHEDULE FOR PRO VICE CHANCELLOR, REGISTRAR and DEAN OF FACULTY

SECTION A :BACKGROUND INFORMATION

GENDER

Male	
Female	

AGE RANGE

20 – 29 years	
30 – 39 years	
40 - 49 years	
50 – 59 years	
60 years +	

HIGHEST PROFESSIONAL QUALIFICATION

Bachelor's degree	
Honours degree	
Masters	
Doctorate	
Any other , specify	

CURRENT POSITION

Vice Chancellor	
Pro vice Chancellor	
Registrar	
Dean	
Director	
H.O.D	
S.A.R	
Senior Lecturer	
Lecturer	

DURATION IN CURRENT POSITION

0 - 5 years	
5 - 10 years	
10 - 15 years	
15- 20 years	

SECTION B : PART A

ORGANISATIONAL CULTURE AND ENHACEMENT OF FEMALE LEADERSHIP

Thank you for participating in this study, please tell me briefly about yourself.

What is your understanding of gender equality?

How would you define and conceptualize leadership and organizational culture in your university?

Do you have any gender policies in place and who is responsible for their implementation?

Could you please elaborate on the processes that were followed in having these gender equality policies implemented within the university?

In your opinion are the goals and objectives of gender policies to enhance female leadership clearly articulated?

In what ways does the organizational culture in your university influence the gender policies in place and female leadership?

Are there any measures that have been taken to educate the university leadership and the academics on the importance of GEP and enhancement of female leadership? Please explain.

What are the challenges that you have encountered in promoting an organizational culture that supports female leadership?

GENDER MAINSTREAMING AND FEMALE ENHANCEMENT IN UNIVERSITIES

When we talk about gender mainstreaming what comes to mind?

How is gender mainstreaming implemented in this university and who is responsible for its implementation?

What is the role of your office in promoting gender mainstreaming?

In what ways has the university management driven the issues of gender mainstreaming to all levels within the university?

What would you cite as the major attitudinal changes and adjustments that the university has experienced since gender mainstreaming?

What are the main constraints that the university has experienced in promoting gender mainstreaming?

What measures has the university put in place to address the challenges?

AFFIRMATIVE ACTION

What do you understand by the term Affirmative Action?

How is affirmative action implemented in this university?

Which policies do you have in place in your university that helps to implement affirmative action?

Who are the responsible personnel for the implementation of affirmative action?

Could you please state briefly the role that you play in implementation of affirmative action and enhancing female leadership?

What are your views with affirmative action being used as a tool for enhancing female leadership?

As an institution what support measures have been put in place by university leaders to support affirmative action and female visibility in leadership positions?

What contributions do you propose for the successful implementation of affirmative action in universities to enhance female leadership?

What would you cite as challenges to the implementation of affirmative action in your university?

GENDER STRUCTURES IN UNIVERSITIES

Could you please explain what gender structures are?

What gender structures exist in your university and who is responsible for running these structures?

Do you have a gender focal person/s in your university and what is their role?

What are the terms of reference and guidelines that the university adopts to undertake the establishment of gender structures?

What are main functions of the gender structures and how do they operate?

What type of gender expertise is injected by the university to promote female leadership through gender structures?

How are the academics involved in the implementation of the gender structures?

Since the inception of gender centres to date what are the major highlights that the university has experienced

Are there any changes in attitude towards gender centres over the years? What are they, please give examples.

Have you experienced any unforeseen circumstances or consequences arising from these structures as a university? Please explain how you managed to solve them

MONITORING AND EVALUATION

What is your understanding of monitoring and evaluation of gender policies?

Why do you carry out monitoring and evaluation in your university?

What is your role during monitoring and evaluation? Please elaborate how you are involved.

Who is responsible for monitoring and evaluation of gender policy, programs and projects and at which levels? (Probe for gender knowledge).

How are the academics involved in the monitoring and evaluation?

How are the programs monitored and evaluated? (Probe what they look out for) Please give examples.

Which specific areas does the university address in relation to the problem on the ground when monitoring and evaluation?

During monitoring and evaluation, how do you ensure that the whole process is time specific? (Probe how many times is M and E carried out? When was the last review and how long did the whole process take?)

What support mechanisms does the University offer for monitoring and evaluation processes?

What are the challenges that you encounter in monitoring and evaluation for enhancement of female leadership?

THANK YOU FOR YOUR PARTICIPATION

APPENDIX I: INTERVIEW SCHEDULE FOR DIRECTORS OF SCHOOL OF GENDER

SECTION A

BACKGROUND INFORMATION

GENDER

Male	
Female	

AGE RANGE

20 – 29 years	
30 – 39 years	
40 - 49 years	
50 – 59 years	
60 years +	

HIGHEST PROFESSIONAL QUALIFICATION

Bachelor's degree	
Honours degree	
Masters	
Doctorate	
Any other , specify	

CURRENT POSITION

Dean	
Director	
H.O.D	
S.A.R	
Senior Lecturer	
Lecturer	

DURATION IN CURRENT POSITION

0 - 5 years	
5 - 10 years	
10 - 15 years	
15- 20 years	

ORGANISATIONAL CULTURE AND ENHANCEMENT OF FEMALE LEADERSHIP

Thank you for participating in this study, please tell me briefly about yourself.

What is your understanding of gender equality?

How would you define and conceptualize leadership and organizational culture in your university?

Do you have any gender policies in place and who is responsible for their implementation?

Could you please elaborate on the processes that were followed in having the gender equality policy implemented within the university?

What is the level of commitment of the university leadership in the implementation of gender policies?

In your opinion are the goals and objectives of gender policies to enhance female leadership clearly articulated?

What is your role in promoting gender equality and enhancement of female leadership through the existing organization culture within the university?

Are there any measures that have been taken to educate the university leadership and the academics on the importance of the policy and enhancement of female leadership? Please explain.

Would you say university staff has adequate knowledge and skills to carry out their duties with gender awareness? Please explain

What are the challenges that you have encountered in promoting an organizational culture that support female leadership?

GENDER MAINSTREAMING AND FEMALE ENHANCEMENT IN UNIVERSITIES

When we talk about gender mainstreaming in universities, what comes to mind

How is gender mainstreaming implemented in this university?

Does the university have a guideline for the implementation of gender mainstreaming?

Who is responsible for gender mainstreaming within the university?

What is the role of gender centre in promoting gender mainstreaming and enhancement of female leadership?

What factors are taken into consideration in implementing gender mainstreaming?

What would you cite as the major attitudinal changes and adjustments that the university has experienced since gender mainstreaming?

To date what is the university's and the Gender Centre accomplishment in building the capacity of top management and academic staff on gender mainstreaming and female leadership?

Does the university and the gender Centre have any training programs in place to promote gender mainstreaming through gender analysis and gender budgeting? Please elaborate.

Does the university employ any gender budgeting to access priority given to gender equality and enhancement of female academics?

What are the main constraints that the university has experienced in promoting gender mainstreaming?

AFFIRMATIVE ACTION AND ENHANCEMENT OF FEMALE LEADERSHIP IN UNIVERSITIES

What do you understand by the term Affirmative Action ?

Why do you think affirmative action should be incorporated in universities?

Are there any consultations with academics at all levels for the formulation of affirmative action? Please elaborate

Which policies do you have in place in your universities that help to implement affirmative action?

Who is the responsible for the implementation of affirmative action?

What are your views with AA being used as a tool for enhancing female leadership?

In your opinion in what way has the affirmative action changed the status quo of male and female academics in your university?

As an institution, what support measures have been put in place by university leaders to support affirmative action and female visibility in leadership positions?

What contributions would you propose for the successful implementation of affirmative action in universities to enhance female leadership?

What would you cite as challenges to the implementation of affirmative action in your university and the gender centre?

GENDER STRUCTURES

Could you please explain to me what gender structures are?

What gender structures exist in your university and who is responsible for running these structures?

Do you have a gender focal person/s in your university and what is their role?

What are the terms of reference and guidelines that the university adopts to undertake the establishment of gender structures?

Have you had any training in gender related work?

Could you please describe the attitude of the leadership towards gender Centre since its inception?

How are the academics involved in the implementation of the gender structures?

Since the inception of gender centres to date what are the major highlights that the university has experienced

Could you please describe the attitude of the academics towards gender school and structures in place?

Could you please explain how and who funds the gender structures

Are there any challenges that you continue to encounter as the Director of the Gender Centre? (Probe what are they, why do you think they have taken so long to be addressed)

MONITORING AND EVALUATION

What is your understanding of monitoring and evaluation of gender policies?

Why do you carry out monitoring and evaluation in your university?

What is your role during monitoring and evaluation? Please elaborate how you are involved.

Who is responsible for monitoring and evaluation of gender policy, programs and projects and at which levels? (Probe for gender knowledge)

How are the programs monitored and evaluated? (Probe what they look out for) Please give examples.

Which specific areas does the university address in relation to the problem on the ground when monitoring and evaluation?

During monitoring and evaluation, how do you ensure that the whole process is time specific? (Probe how many times is M and E carried out? When was the last review and how long did the whole process take?)

Is there a particular framework that the university adopts for monitoring and evaluation? Please specify

How do you think monitoring and evaluation should be used to closed the gender gap in leadership

What are the changes that you would like the university to take into consideration during monitoring and evaluation.

What are the challenges that you encounter in monitoring and evaluation for enhancement of female leadership?

THANK YOU FOR YOUR PARTICIPATION

APPENDIX J: INTERVIEW SCHEDULE FOR SENIOR ASSISTANT REGISTRAR

SECTION A :BACKGROUND INFORMATION

GENDER

Male	
Female	

AGE RANGE

20 – 29 years	
30 – 39 years	
40 - 49 years	
50 – 59 years	
60 years +	

HIGHEST PROFESSIONAL QUALIFICATION

Bachelor's degree	
Honours degree	
Masters	
Doctorate	
Any other , specify	

CURRENT POSITION

H.O.D	
S.A.R	
Senior Lecturer	
Lecturer	

DURATION IN CURRENT POSITION

0 - 5 years	
5 - 10 years	
10 - 15 years	
15- 20 years	

ORGANISATIONAL CULTURE AND ENHACEMENT OF FEMALE LEADERSHIP

Thank you for participating in this study, please tell me briefly about yourself.

What is your understanding of gender equality?

How would you define and conceptualize leadership and organizational culture within the university

Are you aware of any gender policies in place and who is responsible for their implementation within university and the faculty office?

What is your role in promoting female leadership through the existing gender policy within the faculty?

How do you promote gender equality and enhancement of female leadership through the existing organization culture?

In your opinion are the goals and objectives of gender policies to promote gender policies and enhance female leadership clearly articulated to faculty members?

Do you believe the underlying university policies and organization cultures are the principal dynamics that can influence female visibility? Please elaborate.

In your opinion are you satisfied that all principal officers at your institution and academics are aware of the significance of gender equality policies? Please explain how this was conducted?

Are there any measures that have been taken by the faculty to educate its academics on the importance of GEP and enhancement of female leadership? Please explain.

What are the challenges that you have encountered in promoting an organizational culture that support female leadership despite the gender policy?

GENDER MAINSTREAMING AND FEMALE ENHANCEMENT IN UNIVERSITIES

When we talk about gender mainstreaming in universities, what comes to mind?

How is gender mainstreaming implemented at faculty level?

Who is responsible for gender mainstreaming within the faculty?

What is the role of faculty office in promoting gender mainstreaming and enhancement of female leadership?

What factors are taken into consideration in implementing gender mainstreaming?

How is gender mainstreaming made a priority issue in your faculty? Please justify your answer with concrete examples.

What would you cite as the major attitudinal changes and adjustments that the university (faculty) has experienced since gender mainstreaming?

In what ways has the issues of gender mainstreaming been driven to all departments of the faculty to promote visibility of female academics?

How has this contributed to the ultimate goal of gender equality and female enhancement to leadership positions?

What are the main constraints that the faculty has experienced in promoting gender mainstreaming and what measures have been taken to address the challenges?

AFFIRMATIVE ACTION AND ENHANCEMENT OF FEMALE LEADERSHIP

What do you understand by the term Affirmative Action?

How is affirmative action implemented in this university and who is the responsible for the implementation of affirmative action?

Which policies do you have in place in your universities that help to implement affirmative action?

Could you please state briefly the role that your office plays in implementation of affirmative action and enhancing female leadership?

What are your views with affirmative action being used as a tool for enhancing female leadership?

Which approach has the university and faculty adopted to ensure that affirmative action is understood by all academics?

In your opinion in what ways has the affirmative action changed the status quo of male and female academics in your university?

As an institution, what support measures have been put in place by university leaders to support affirmative action and female visibility in leadership positions?

What contributions would you propose for the successful implementation of affirmative action in universities to enhance female leadership?

What would you cite as challenges to the implementation of affirmative action in your university and faculty level to enhance female leadership?

GENDER STRUCTURES IN UNIVERSITIES

Could you please explain to me what gender structures are?

What gender structures exist in your university and who is responsible for running these structures?

What is your role as the SAR in disseminating information about GS to faculty members?

How are the academics involved in the implementation of the gender structures?

Do you have a gender focal person/s in your university and what is their role?

What are main functions of the gender structures and how do they operate?

How would you rate the commitment that the university shows on gender structures in place?

Are there any changes in attitude towards gender centres over the years? What are they, please give examples.

Have you experienced any unforeseen circumstances or consequences arising from these structures as a university and faculty?

MONITORING AND EVALUATION OF GENDER EQUALITY POLICIES TO PROMOTE FEMALE LEADERSHIP

What is your understanding of monitoring and evaluation of gender policies to enhance female leadership?

What is your role during monitoring and evaluation? Please elaborate how you are involved.

What is the role of the academics in the monitoring and evaluation and how do they participate?

Who is responsible for monitoring and evaluation of gender policy, programs and projects and at which levels? (Probe for gender knowledge)

How are the programs monitored and evaluated? (Probe what they look out for) Please give examples.

Which specific areas does the university and faculty address in relation to the problem on the ground when monitoring and evaluating?

What support mechanisms does the University offer for monitoring and evaluation processes?

What are the changes that you would like the university to take into consideration during monitoring and evaluation.

What are the challenges that you encounter in monitoring and evaluation for enhancement of female leadership?

THANK YOU FOR YOUR PARTICIPATION

APPENDIX K: INTERVIEW SCHEDULE FOR CHAIRPERSONS OF DEPARTMENTS

SECTION A :BACKGROUND INFORMATION

GENDER

Male	
Female	

AGE RANGE

20 – 29 years	
30 – 39 years	
40 - 49 years	
50 – 59 years	
60 years +	

HIGHEST PROFESSIONAL QUALIFICATION

Bachelor's degree	
Honours degree	
Masters	
Doctorate	
Any other , specify	

CURRENT POSITION

Director	
H.O.D	
S.A.R	
Senior Lecturer	
Lecturer	

DURATION IN CURRENT POSITION

0 - 5 years	
5 - 10 years	
10 - 15 years	
15- 20 years	

ORGANISATIONAL CULTURE AND ENHACEMENT OF FEMALE LEADERSHIP

Thank you for participating in this study, please tell me briefly about yourself.

What is your understanding of gender equality?

How would you define and conceptualize leadership and existing organizational culture within the university and the department

Are you aware of any gender policies in place and who is responsible for their implementation within university and at departmental level?

Could you please elaborate on the processes that are followed in having gender equality policies implemented departmental level?

What is your role in promoting female leadership through the existing gender policy?

In your opinion are the goals and objectives of gender policies clearly articulated to all academics in your department? Please elaborate.

Do you believe the underlying university policies and organization cultures are the principal dynamics that can influence female visibility? Please explain.

In your opinion are you satisfied that all principal officers at your institution and academics are aware of the significance of gender equality policies? Give reasons for your answer.

Are there any measures that have been taken by the department to educate its academics on the importance of GEP and enhancement of female leadership? Please explain.

What are the challenges that you have encountered in promoting an organizational culture that support female leadership despite the gender policy?

GENDER MAINSTREAMING AND FEMALE ENHANCEMENT IN UNIVERSITIES

When we talk about gender mainstreaming in universities, what comes to mind

How is gender mainstreaming implemented at departmental level?

Who is responsible for gender mainstreaming within the departmental level?

What is your role in promoting gender mainstreaming and enhancement of female leadership within the department?

What factors are taken into consideration by the department in implementing gender mainstreaming?

How is gender mainstreaming made a priority issue in your department? Please justify your answer with concrete examples.

What would you cite as the major attitudinal changes and adjustments that the university (faculty and department) has experienced since implementation of gender mainstreaming?

To date what is the department's accomplishment in building the capacity of academic staff on gender mainstreaming and female leadership?

How has this contributed to the ultimate goal of gender equality and female enhancement to leadership positions?

Does the department have any training programs in place to promote gender mainstreaming through gender analysis and gender budgeting? Please elaborate.

What are the main constraints that the faculty has experienced in promoting gender mainstreaming and what measures have been taken to address these challenges?

AFFIRMATIVE ACTION AND FEMALE ENHANCEMENT IN UNIVERSITIES

What do you understand by the term Affirmative Action?

Why do you think affirmative action should be incorporated in universities?

How is affirmative action implemented in this university and who is responsible for its implementation?

Are there any consultations with academics at all levels for the formulation of affirmative action? Please elaborate

Which policies do you have in place at university level that help to implement affirmative action?

Could you please state briefly the role that your office plays in implementation of affirmative action and enhancing female leadership?

What are your views with affirmative action being used as a tool for enhancing female leadership?

In your opinion in what ways has the affirmative action changed the status quo of male and female academics in your university?

As an institution, what support measures have been put in place by university leaders to support affirmative action and female visibility in leadership positions?

What contributions would you propose for the successful implementation of affirmative action in universities to enhance female leadership?

What would you cite as challenges to the implementation of affirmative action in your university up to departmental level?

GENDER STRUCTURES IN UNIVERSITIES

Could you please explain to me what gender structures are?

What gender structures exist in your university and who is responsible for running these structures?

What is your role as the chairperson in disseminating information about GS to academics within your department?

Do you have a gender focal person/s in your university and what is the role of the GFP?

What are main functions of the gender structures and how do they operate?

What are the supportive institutional systems and mechanisms (projects/programs) that have been put in place to support gender structures and enhance female leadership? (At university level and by the School of Gender)

How are the academics involved in the implementation of the gender structures?

Could you please describe the attitude of the academics towards gender school and structures in place?

Are there any changes in attitude towards gender centres over the years? What are they, please give examples.

Have you experienced any unforeseen circumstances or consequences arising from these structures as a university and department?

MONITORING AND EVALUATION

What is your understanding of monitoring and evaluation of gender policies?

What is your role during monitoring and evaluation? Please elaborate how you are involved.

What is the role of the academics in the monitoring and evaluation and how do they participate?

Who is responsible for monitoring and evaluation of gender policy, programs and projects and at which levels? (Probe for gender knowledge)

How are the programs monitored and evaluated to ensure enhancement of female academics? (Probe what they look out for) Please give examples.

Which specific areas does the university and faculty address in relation to the problem on the ground when monitoring and evaluating?

During monitoring and evaluation, how do you ensure that the whole process is time specific? (Probe how many times is M and E carried out? When was the last review and how long did the whole process take?)

What support mechanisms does the University offer for monitoring and evaluation processes?

What are the changes that you would like the university to take into consideration during monitoring and evaluation.

What are the challenges that you encounter in monitoring and evaluation for enhancement of female leadership?

THANK YOU FOR YOUR PARTICIPATION

APPENDIX L: INTERVIEW SCHEDULE FOR FOCUS GROUP INTERVIEWS

SECTION A :BACKGROUND INFORMATION

GENDER

Male	
Female	

AGE RANGE

20 – 29 years	
30 – 39 years	
40 - 49 years	
50 – 59 years	
60 years +	

HIGHEST PROFESSIONAL QUALIFICATION

Bachelor's degree	
Honours degree	
Masters	
Doctorate	
Any other , specify	

CURRENT POSITION

H.O.D	
Senior Lecturer	
Lecturer	

DURATION IN CURRENT POSITION

0 - 5 years	
5 - 10 years	
10 - 15 years	
15- 20 years	

ORGANISATIONAL CULTURE AND ENHACEMENT OF FEMALE LEADERSHIP

Thank you for participating in this study, please tell me briefly about yourself.

What is your understanding of gender equality?

How would you define and conceptualize leadership and organizational culture within the university

Are you aware of any gender policies in place and who is responsible for their implementation?

What is the level of commitment of the university leadership in the implementation of gender policies among its academics?

In your opinion are the goals and objectives of gender equality policies clearly articulated so as to promote gender equality?

Do you believe the underlying university polices and organization cultures are the principal dynamics that can influence female visibility? Please elaborate.

Are there any measures that have been taken by the university leadership to educate its academics on the importance of GEP and enhancement of female leadership? Please explain.

In your opinion, would you say university staff has adequate knowledge and skills to carry out their duties with gender awareness? Please explain.

What are the challenges that you think hinder promoting an organizational culture that supports female leadership?

GENDER MAINSTREAMING IN UNIVERSITIES

When we talk about gender mainstreaming in universities, what comes to mind

How is gender mainstreaming implemented within the university?

Who is responsible for gender mainstreaming within the university and departmental level?

What is the role of academics in promoting gender mainstreaming and enhancement of female leadership within the university/faculty and departmental level?

What factors do you think should be taken into consideration by the university in implementing gender mainstreaming?

What would you cite as the major attitudinal changes and adjustments that the university (faculty and department) has experienced since implementation of gender mainstreaming?

To date what is the university accomplishment in building the capacity of academic staff on gender mainstreaming and female leadership?

How has this contributed to the ultimate goal of gender equality and female enhancement to leadership positions?

What are the main constraints that the university has experienced in promoting gender mainstreaming?

AFFIRMATIVE ACTION IN UNIVERSITIES

What do you understand by the term Affirmative Action?

How is affirmative action implemented in this university?

Are there any consultations that the university carries out with academics at all levels for the formulation of affirmative action? Please elaborate

Please tell me of any policies within the university that help to implement affirmative action?

Who is the responsible for the implementation of affirmative action?

Could you please state briefly the role that you play as academics in implementation of affirmative action and enhancing female leadership?

What are your views with affirmative action being used as a tool for enhancing female leadership?

Which approach has the university adopted to ensure that affirmative action is understood by all academics?

In your opinion, in what ways has the AA changed the status quo of male and female academics in your university?

What contributions would you propose for the successful implementation of affirmative action in universities to enhance female leadership?

What changes would you like to see with regard to gender equality and affirmative action in universities?

What would you cite as challenges to the implementation of affirmative action in your university up to departmental level?

GENDER STRUCTURES IN UNIVERSITIES

Could you please explain to me what gender structures are?

What gender structures exist in your university and who is responsible for running these structures?

What is your role in the implementation of gender structures?

Do you have a gender focal person/s in your university and what is their role?

What are main functions of the gender structures? Please tell me how do they operate to promote female visibility?

How would you rate the commitment that the university shows on gender structures in place to promote female leadership?

What are the supportive institutional systems and mechanisms (projects/programs) that have been put in place to support gender structures and enhance female leadership? How are the academics involved in the implementation of the gender structures?

Could you please describe the attitude of the academics towards gender school and structures in place?

What are the main challenges that you encounter in using the gender structures within university

MONITORING AND EVALUATION OF GENDER POLICIES AND PROGRAMS

What is your understanding of monitoring and evaluation of gender policies?

How is monitoring and evaluation in your university and at departmental level carried out?

Who is responsible for monitoring and evaluation of gender policy, programs and projects within the university? (Probe for gender knowledge)

What is your role during monitoring and evaluation? Please elaborate how you are involved.

How are the programs monitored and evaluated to ensure enhancement of female academics? (Probe what they look out for) Please give examples.

Which specific areas does the university and faculty address in relation to the problem on the ground when monitoring and evaluating?

During monitoring and evaluation, is the whole process is time specific? (Probe how many times is M and E carried out? When was the last review and how long did the whole process take?)

How do you think monitoring and evaluation should be used to close the gender gap in leadership?

What support mechanisms does the University offer for monitoring and evaluation processes?

What are the changes that you would like the university to take into consideration during monitoring and evaluation.

What are the challenges that you encounter in monitoring and evaluation for enhancement of female leadership?

THANK YOU FOR YOUR PARTICIPATION

APPENDIX M: DOCUMENT ANALYSIS GUIDE

The documents reviewed included:

- The Zimbabwean Constitution
- Zimbabwe National Gender Policy
- Policy documents/circulars
- Strategic plans document
- Committee and Diary Book