

**THE PERCEPTION OF WOMEN REGARDING CAREER
BARRIERS WITHIN A
MUNICIPALITY IN THE KWAZULU-NATAL REGION**
by

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ABSTRACT

The number of women in the workforce has increased in the past few years, but women have not progressed much through the professional ranks in the same time. Statistics show that women constitute 52% of the population in South Africa, and they therefore should be represented proportionally at all levels of management (Mncayi, 2006). In the municipality under study, women are employed at lower levels of management within the organisation, and only one out of seven executive positions is filled by a woman.

The aim of this research study was to assess the existence and impact of career barriers on women in a municipal environment and to understand whether career salience explains some of the differences in the perception of career barriers. To answer the research hypothesis, permission was obtained from the municipal management to embark on the study and the respondents were notified in writing of the purpose and benefits of the study. A cross-sectional, convenience sample of 89 female employees in post levels one to ten was used.

The survey questionnaire consisted of a demographical questionnaire, The Career Barriers Inventory-Revised (CBI-R) (Swanson, Daniels & Tokar, 1996) and a career salience scale. The statistical analyses included descriptive, inferential statistics and analysis of variance. The data was also subjected to a Scheffe's test to determine the differences in perceptions.

The results (N = 89) of this study do not support the hypothesis that there is a significant difference between age and women's experiences of sex discrimination as a career barrier. The first and second hypothesis, which meant to prove a significant relationship between career salience and career barriers and a significant difference in women's perceptions of career barriers based on their career salience, was partially accepted.

It is clear from the findings of this study that the women in this municipality in the KwaZulu-Natal region did not perceive substantial career barriers at work, except for racial discrimination and the job market constraint. This may be due to the fact that the perception is based on an individual's feelings and experience at that particular time, and this may change at some point. Recommendations for future research and managerial actions are provided.

Keywords:

Career, career progression, career barriers, carrier salience, women, public sector, racial discrimination, work/family balance, municipality, gender.



DECLARATION

In submitting this thesis, I declare that “The perception of women regarding career barriers within a municipality in the KwaZulu-Natal region” is my own work, that it has not been submitted for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.



Dudzile Rosemary Hlophe

Date -----

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Firstly, I want to thank GOD for being by my side during the challenges I faced during this process.

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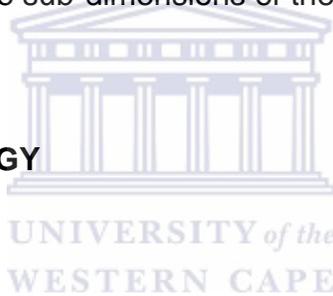
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CHAPTER 1: INTRODUCTION

1.1 Introduction

Although the number of women in the workforce has increased in the past few years, women have not progressed much through the professional ranks in the same time. A 2006 statistic showed that women constituted 52% of the population of 44 million in South Africa, and they therefore should be represented proportionally at all levels of management (Mncayi, 2006). This is supported by the Grant Thornton International Business Report (2012), which indicated a lack of women in leadership positions, given that 78% of these positions are filled by men.

The career development of South African women continues to be challenged by a variety of career barriers, including a lack of role models and support systems (Watson, Brand, Stead & Ellis, 2001). In the municipality under study, women are employed at lower levels of management within the organisation, and only one out of seven executive positions is filled by a woman. This may be because women are socially known as responsible for running families (Rowe & Crafford, 2003), and having children has negative consequences for careers when women make choices concerning their work-life balance (Burke, 1999). This study aimed to find out whether women who viewed career as important were perceiving career barriers as being more of an inhibitor to their career growth. The sample of this study therefore was women in management positions.

This chapter introduces the reader to the variables that the study considered while exploring the issue of career growth among female managers in a municipality in the KwaZulu-Natal region. The chapter starts by briefly discussing the career development process and defining career barriers and career salience. The chapter furthermore provides the justification for the study, the problem statement, the research objectives, research scope, potential contribution of the study and the research framework. Finally, a brief summary of the chapter is provided.

1.2 Career development

Career can be defined as a series of jobs that follow a hierarchy of levels or degree of difficulty, responsibility and status (Nel & Van Dyk, 2004). This definition indicates that the career ideally starts from the bottom and moves to the top, as depicted by the following example: a Human Resources (HR) practitioner starts his/her career as an HR clerk, moves up the career ladder to be an HR officer, and then to be an HR manager, director and executive. This definition has suffered a lot of criticism from other researchers, as what Nel and Van Dyk (2004) have predicted may not always be the case. An employee may choose a new line of work and break this sequence of positions. An example of this is that women may choose to resign from work with the aim of staying at home and looking after their children, and may then find a lower position when they decide to re-enter the job market.

It is the aim of most individuals to grow and progress in their career. Growing and progressing according to the above career definition means moving from one level up to the next, taking on more job responsibilities and having a better status. For this goal to be attainable, Chope and Johnson (2008) say that the creation of an identity that serves the purpose of engaging in meaningful work is the most important ingredient for seeking employment. Chope and Johnson (2008) add that counsellors and educators need to help people develop a career identity so that they can distinguish between the job that they have, the career they are in and a calling that is in line with their version of success.

Progressing through the career stages mentioned above is a process and needs planning. Planning is a crucial stage of career development because it guides the individual's career path. Nel and Van Dyk (2004) define career planning as a process through which an individual analyses his/her work situation, specifies career goals and plans various means to achieve these goals. Nel and Van Dyk (2004) add that career planning is the responsibility of the supervisor and the individual employee. Heffernan (2002) says pay protection, maternity leave and employment rights introduced by organisations make the future look promising for senior women

executives. The literature indicates that there are barriers to career growth, and these are explained in the following section.

1.3 Career barriers

Career barriers are factors that interfere with the progress of an individual's job or career plan (Swanson & Tokar, 1991). According to Powell (2000) there are two types of career barriers. One of these is person centred, which is an internal barrier and includes attitudinal or personality traits, skills and behaviours. The second barrier is situation centred, which comprises external barriers, including work and the socio-cultural environment. Oakley (2000) explains the situation-centred barrier as being divided into two, namely the barriers located in organisational practices and the barriers caused by attitude and culture.

1.4 Career salience

Career salience is defined as the importance of work and a career in one's total life (Greenhaus, 1971). Greenhaus received criticism from various authors, who indicated that work and career are two different constructs and must be treated as such. Consequently, Allen and Ortlepp (2002) defined career salience as the relative prominence and personal significance of a career within the individual's total life. In this definition the word work is excluded from the definition of career salience, and the word 'relative' implies a comparison between various life roles. This is due to the fact that career salience investigates the importance of a specific long-term pattern of employment that possibly is attached to a skill, knowledge or organisation, whilst work salience deals simply with the importance of working or being occupied (Allen & Ortlepp, 2002). For the purpose of this study, Allen and Ortlepp's definition of career salience will be used.

1.5 The justification for the study

In the municipality under study, women are employed in lower levels of management within the organisation, for example only 15 of a total number of 58 senior managers are women and only one out of seven executive positions is filled by a woman.

Watson et al. (2001) found a lack of role models and support systems to be a challenge to the career development of South African women. Even though the government of South Africa has introduced the Employment Equity Act with the aim of giving women preferential treatment in employment, women managers are not driving employment equity programmes forward. Also, women managers hardly act as role models to others. Mncayi (2006) indicated that structures to deal with the needs of vulnerable groups, including women, have been established in some local governments, but for the most part they are marginal and have little impact.

According to Rowe and Crafford (2003), women are socially known as being responsible for running families. When they are at the workplace there is a necessity to change societal thinking and behaviour. For example, there is a belief that organisations like municipalities do not build a conducive working environment for women. The municipal environment is developmental and changes frequently; this leads to work pressure, tight deadlines and working after hours for the majority of employees. This aspect makes it difficult for women to balance both work and family at the same time. A Canadian study of women managers found that having children had negative consequences for women's careers as women made choices concerning their work-life balance (Burke, 1999).

1.6 Problem statement

Women are employed in middle management positions but find it difficult to grow further to occupy higher level positions. Those women who manage to climb the ladder are facing challenges of career development. According to Luzzo (1995), the challenges of career development for women are a lack of early socialisation experience, a lack of structural opportunities, role confusion and environmental stressors. It is argued that the career growth of women to top management positions is influenced by the career barriers they face, as well as the salience they place on their career.

1.7 Research hypothesis

Hypothesis 1: There is a significant relationship between women's career salience and career barriers.

Hypothesis 2: There is a significant difference in women's perceptions of career barriers based on their career salience.

Hypothesis 3: There is a significant difference between age and women's experiences of sexual discrimination as a career barrier.

1.8 Research objectives

The proposed study strives to assess the existence and impact of career barriers on women in a municipality environment. Understanding whether career salience explains some of the differences in the perception of career barriers will also be explored.

The objectives of the study include:

- a) To explore the career barriers women perceive as most limiting to their career growth.
- b) To identify the relationship between career salience and career barriers.
- c) To provide information to management and practitioners for effective career management of women in organisations.

1.9 Scope of the study

The sample of this study is limited to the women in the current employment of the municipality, and not those who may have resigned earlier. This may exclude some valuable opinions of women who may have resigned due to their experience of career barriers within the municipal environment. Also, only career barriers and career salience, and not any other factors, were surveyed and analysed. Only a quantitative survey will be conducted in the form of questionnaire, and interviews will not be used in this study.

1.10 Potential contribution of the study

The information obtained from this study may help the organisation to make informed decision for future interventions in addressing the identified barriers. These interventions may be in the form of Human Resources support provided to women, and diversity management training programmes for all employees in order to embrace gender diversity in the workplace. This study also will inform the recruitment and selection practices of the organisation.

1.11 Framework for the present study

In Chapter 2 the relevant literature pertaining to career barriers and variables that are found to be relevant will be discussed in more detail. In addition, the issue regarding career salience is discussed, because career salience has been found to explain some of the differences in the perceptions of career barriers to women's career growth. Chapter 3 will describe the methodology and the sample used in the study. The topics that will be covered include population and sample, measuring instruments, procedure and reliability of the instrument. Chapter 4 will report on and discuss the results of the study in more detail. The summary of hypothesis testing is also provided. Chapter 5 discusses the results, the limitations of the study and makes recommendations for the organisation, as well as for future research on the topic, and lastly the contribution of the study is provided.

1.12 Conclusion

In summary, this study seeks to understand the perceptions of women regarding career barriers within municipalities. This is in response to requests for more studies on the perception of career barriers by women (Still & Timms, 1998; Swanson & Tokar, 1996) and the relevance of career salience within the context of the rapidly changing world of work (Allen & Ortlepp, 2002). In this study, career barriers are investigated in terms of their relationship to career salience. Career barriers are defined as factors that interfere with the progress of an individual's job or career plan (Swanson & Tokar, 1991). Career salience is defined as the relative prominence and

personal significance of a career within the individual's total life (Allen & Ortlepp, 2002). Chapter 2 will provide a more in-depth literature review of the variables of the study and how they are related to the experiences of career growth.



CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The aim of this chapter is to review the literature that deals with the issues of career growth in relation to career barriers and career salience. Firstly, career barriers are explained. Secondly, theories of career development are explained. Thirdly, career salience is elaborated on as one of the variables investigated in the study. The literature on the relationship between career barriers and career salience and sub-dimensions of the constructs are then presented. Lastly, a summary of the chapter is provided.

2.2 Career barriers

Career barriers are factors that interfere with the progress of an individual's job or career plan (Swanson & Tokar, 1991). The origin of barriers indicates that they are clustered into social, attitudinal and interactional factors. In their study of career barriers faced by men and women. Swanson and Tokar (1991) suggested that individuals do recognise attitudinal factors and environmental constraint to their career aspirations. In a study of MBA graduates, Simpson, Sturges and Woods (2005) found attitudinal factors (experiences of closed networks and prejudice of colleagues) and environmental factors (lack of career guidance and lack of training provision), among others, to have an impact on career growth. The findings by Simpson et al. (2005) were similar in both Canada and the United Kingdom, despite the two countries having diverse cultures.

Career barriers could either be outcomes of a person's disposition or outcomes of situational factors. Person-centred barriers include personality traits, skills and behaviour that are internal. The person-centred explanation suggests that women may be less willing than men to make the sacrifices to pursue status and managerial-level demands (Powell, 2000). This is due to lack of confidence, inadequate preparation, decision-making difficulties, dissatisfaction with a career and difficulty in

networking (Chope & Johnson, 2008; Dalton & Mynott, 2000; Still & Timms, 1998; Watson et al., 2001).

Oakley (2000) explains the situation-centred barrier as being divided into two, namely the barriers located in organisational practices (which are policies and procedures in career development and promotion) and barriers caused by the organisational culture. In Crafford and Rowe's (2003) study on career barriers experienced by women in investment banking, they found that the structure of society and the lack of support structures in the workplace were issues raised as influencing the career advancement of women. This means that the structure of society that is culturally embedded, and a lack of support that is not demonstrated through practices within the organisation, need to be identified and dealt with.

2.2.1 Origin of career barriers

According to Swanson et al. (1996), the theory of career barriers dates back to 1964, when the theory was limited to literature describing the career development of women. Swanson et al. (1996) indicate that barriers was hypothesised as explaining concepts that might account for a) the gap between women's abilities and their achievements (Farmer, 1976; Matthews & Tiedman, 1964), b) the interaction that inhibits career aspirations among women (O'Leary, 1974) and c) aspects moderating the relation between women's career aspirations and their range of perceived career options (Farmer, 1976).

Swanson et al. (1996) further say that, as much as the concept of barriers initially focused on the career psychology of women, recent empirical studies are starting to apply the career barriers theory to other populations. Among the earliest scholars to discuss career barriers was Crites (1969), who divided barriers into two major categories, namely internal and external. This work was followed by O'Leary, in 1974, who indicated that there are six internal and four external barriers. Then came Farmer (1976), who indicated that there are six internal and three external barriers. In summary, the three authors indicated that career barriers are either external or

internal. However, Swanson and Tokar (1991) challenged this dichotomy, saying there are three clusters of barriers and these are social, attitudinal and interactional.

Several factors have been cited as possible reasons for the low representation of women in executive positions. Such factors are termed career barriers, which will be discussed in the next section.

2.2.2 Dimensions of career barriers

There are thirteen dimensions of career barriers, which will be discussed in further detail below.

(i) Sexual discrimination

Sexual discrimination takes place when men are given preference in career advancement in the workplace over women. This preferential treatment is caused by prejudice (negative attitudes towards women), stereotypes (beliefs about women) and discrimination (Loott, Asquith & Doyon, 2001). Loott et al. (2001) further indicate that discrimination may be institutional (employment, access to leadership positions) and interpersonal (excluding, avoiding and distancing women). The sexual discrimination factor that interferes with women's career progress is in the selection process, where men are being promoted more than women and grow faster in their careers. This is even true when men are fulfilling stereotypically women's jobs (Muldoon, 2003). Loott et al. (2001) also found that younger woman experienced sexual discrimination more. However, older women in the same study did not highlight this as a significant problem.

(ii) Lack of confidence

According to Simpson (1884), self-confidence is assuredness in one's personal judgement. Kirkwood (2009) defines it as the level of interest one has in a career. This definition means that individuals with self-confidence trust their own abilities, and those who lack self-confidence find it difficult to become successful in what they do. Hence Fielden (2003, as cited in Kirkwood, 2009) says a lack of confidence is the greatest barrier to women's progression into micro- and small business ownership.

Self-efficacy is a useful explanatory model of a person's belief in his or her abilities. Self-efficacy is described by Bandura (1986) as the confidence the individual has in his/her ability to perform a task successfully. This means that the individual with high self-efficacy believes that anything is possible if he/she puts his/her mind to it. Lent and Hackett's (1987) findings suggest strong support among tertiary students for the use of career decision-making self-efficacy as a predictor of various career entry behaviours, such as study choices and performance. In addition, Watson et al. (2001) indicated that an individual's behaviour can be predicted better by their beliefs about their capability than their actual capability.

(iii) Multiple-role conflict

Women are seen as providers of care for children, ill and dependent relatives (Muldoon, 2003). The same women are also expected to manage and lead organisations. These multiple roles make it difficult for women to choose, as all roles are important to them. A study conducted by Swanson and Tokar (1991) on the perception of barriers to career attainment revealed that women will sacrifice careers for children and experience child care concerns and role conflict. In a study of on perceived barriers in career development among undergraduate male and female students in Southern California, Luzzo (1995) found that women are much more likely than men to mention role conflict as a problem.

(iv) Conflict between children and career demands

Farmer (1985) says women's career motivations are much more vulnerable to competing role priorities and environmental demands than men's career motivations. Women try to juggle the roles of mother at home and a manager at work. As a result, says Luzzo (1995), women are more likely than men to experience the effect of increased role confusion and environmental stressors. This means that women not only work full time, but also raise children and maintain homes.

(v) Racial discrimination

Racial discrimination is defined as discrimination against any group of people who have a common characteristics or trait (Cunningham & Kleiner, 2003). Racial discrimination is common in South Africa and in the United States of America due to the human diversity factor in these countries. For example, African Americans previously worked in lower paying jobs such as dish washers and were never seen as being suitable for manager and executive positions. In South Africa there still is an overrepresentation of white men in senior and top leadership positions, and women are overrepresented in lower-paying jobs (Littrell & Nkomo, 2005).

(vi) Inadequate preparation

Some individuals lack career identification and do not adequately plan for their career. This lack of planning makes them unprepared for career opportunities. Chope and Johnson's (2008) findings support this by saying that people fail to distinguish between a job, a career and a calling. However, the converse is also true, as found by Luzzo (1995). Luzzo (1995) learnt that undergraduate women undertake more planning in their career decision-making process than men. This is because the perception of barriers serves as a motivating force for careful career planning and exploration by these women. Chope (2000) adds that, with the assistance of counsellors and educators, American workers have been able to prepare for and have increased their work-related manoeuvrability.

(vii) Disapproval by significant others

According to Simpson (1884), significant other means the person's partner in an intimate relationship, without specifying if it is a spouse, a life partner or other relationship with someone. Society is made to believe that women play a motherhood role and are responsible for nurturing families (Crafford & Rowe, 2003). For example, parents may influence their children with stereotypical thinking and roles by saying a mother should stay at home with the children as this shows respect to men. Therefore, these partners stand in the way of the career progress of women when

they disapprove of women's engagement or participation in career development programmes.

(viii) Decision-making difficulties

In a study of barriers to career growth, Dalton and Mynott (2000) found that women fail to make the choices that will develop their careers. This may be because women are unsure of what they want and do not seem to be able to decide on a career they can identify with. Chope and Johnson (2008) further say that counsellors and educators need to help people develop a career identity so that they can distinguish between the job they have, the career they are in and a calling that is important for their version of success. This career identity will help women to identify their priorities and goals, which will ease decision making when they have to consider opportunities. Should there be a lack of decision-making skills, it is likely to inhibit the development of a woman's career.

(ix) Dissatisfaction with career

Dissatisfaction with a career causes an individual to lose interest in the job and the organisation. Even when career growth opportunities are available, dissatisfied individuals lack interest in engaging in these opportunities. This dissatisfaction is caused mostly by the employee's needs that have not been met in the past. Hence Hodgart (1994, cited in Chen & Chang, 2004) points out that motivational process theory suggests that stress in employees later causes job dissatisfaction when there is a gap between the employee's career needs and what the employer can offer.

(x) Discouraged from choosing non-traditional careers

Some jobs have traditionally been viewed as appropriate occupations for women. Examples of these are nursing and teaching. According to Cinamon and Rich (2005), it is widely assumed that teaching is a traditional profession mainly occupied by women. In addition, Muldoon (2003) has stated that good jobs are reserved for men more so than for women and that, within jobs, women are given specialised work on the basis of their nature, for example to become paediatricians because women are believed to look after children by nature. In a study of barriers to career advancement

for women in investment banking, Rowe and Crawford (2003) found that many women in high-level executive positions in the industry are in support functions (i.e. Human Resources, Legal, Finance, Operations, etc.), with men dominating the front office executive or senior positions. This belief influences the positions that are assigned to organisational members, where men are given executive positions and women are assigned to staff positions and jobs without growth potential (Littrell & Nkomo, 2005). With little exposure to management budgets and opportunities for significant decision making, women often are not groomed for executive positions. This causes them to be discouraged from pursuing fields that are non-traditional for women.

(xi) Disability/health concerns

Disability is an umbrella term for impairment, activity limitations and participation restrictions in the interaction between individuals with a certain health conditions and personal and environmental factors (World Health Organization, 2013). People with disabilities are usually perceived to have a lower level of education and are considered for lower-level positions in organisations compared to people without disabilities.

(xii) Job-market constraints

According to Sokolova (2013), the labour market represents a mechanism for reconciling the interests of employers (source of demand for manpower) and the interest of workers (sellers of labour). This supply and demand depends on the functioning of the economy, which is not always predictable. The global recession affected the growth and profitability of private companies, and led to the retrenchment of employees by 4 899 firms in South Africa in a period of one year. Retrenchment figures increased by 36% between January 2008 to January 2009 as opposed to 14% between 2006 and 2007 (Tissiman, 2010). This unpredictability of the economy makes it difficult for employees to plan their careers.

(xiii) Difficulty with networking/socialisation

Rowe and Crafford (2003) found that men relate to and network with each other in ways they are more comfortable with. For example, men drink in bars, play rounds of golf, and watch rugby/cricket matches together. There seems to be a lot of 'male bonding' that occurs within these networks and, as a result, women in the team are often left out in the origination of ideas and taking of decisions that happen at these events.

This view is supported by Still and Timms (1998) in the study on barriers facing older women in Western Australia. They revealed that women are excluded from networking and are not taken seriously. Rowe and Crafford (2003) further say that women are less likely to profile themselves correctly in comparison to men and that women do not build the right networks to influence their progression.

2.2.3 Other career barriers

The following career barriers are not part of the Swanson and Tokar (1996) classification of career barriers, but are regarded as being important for understanding career barriers.

(i) Structure of society

When one looks at the family role of a man compared to a woman, it is clear that the structure of society has not changed much over the years. According to Rowe and Crafford (2003), the structure of society accepts that women play a motherhood role and should be good mothers. Women hence are constrained to find a balance between a working career and motherhood.

The fact that women may see themselves in the role of caregiver or mother, or in another important role, may make it more difficult for them to identify with their career. They therefore may choose a job that fits their circumstances, rather than opting for a career and calling with which they can identify. Work-life balance will remain a

challenge and will affect the women's ability to meet different commitments, which may create conflicts in these roles.

(ii) Lack of support structures

Watson et al. (2001) report that the career development of South Africans continues to be challenged by a lack of role models and support systems. In their study of professional women in investment banking, Rowe and Crafford (2003) found that the underlying support structures between women are flawed and do not have a solid foundation, for example there are no role models as there are few women in the industry, women who have made it to the top ignore their origins and, when they are at the top, women are not proactive in addressing women's issues and advocating for female career progression.

Although the investment banking profession for women is quite new and has not developed support structures, this is different from the local government sector, where Mncayi (2006) indicates that structures to deal with the needs of vulnerable groups, including women, have been established in some local government spheres, although for the most part they are marginal and have little impact.

2.2.4 Organisational factors related to career barriers

Previous studies on barriers to women managers' career progression suggests that, i) there is a relationship between family-related barriers and negative stereotypes ($r=0.9$) (Subramaniam & Arumugam, 2013). This means, women are mothers, housewives and homemakers and are therefore not seen having a potential in occupying top managerial roles; ii) employer prejudice was a major career barrier (Dalton & Mynott, 2000). This is where an organisation prefers people of a certain group, race or gender. This prejudice is based on fears relating to transferability of skills and lack of experience; and lastly iii) that there is a relationship between career barriers and lack of personal confidence ($r=0.013$), prejudice ($r=0.004$) and closed networks ($r=0.014$) (Simpson, Sturges, Woods & Altman, 2004). Even though these correlation coefficients are slight, it seems that a lack of personal confidence, prejudice and closed networks may be barriers that inhibit career growth for women.

2.2.5 Biographical factors related to career barriers

Lott et al. (2001) found that younger women experience more sexual discrimination. Older women in the same study did not highlight this as a significant problem. This is supported by Still and Timms (1998), who found that barriers for younger and older women differ. For example, younger women experience a conflict between home and work in terms of their child-rearing role, whereas older women's children have grown up and moved out, which gives parents a chance to enjoy a peak in their professional careers.

Luzzo (1995) stated that women are more likely than men to experience the effect of increased role confusion and environmental stressors. Luzzo (1995) further indicated that today's middle and late adolescent women are much more likely to consider integrating occupational and family roles in adulthood than men. However, this was not corroborated in further studies and might be a contextually sensitive finding.

Bester (2011) found that female students scored significantly higher means than male students on all 13 CBI-R scales, which is an indication of a greater perception of career barriers. Swanson et al. (1996) found that black participants scored significantly higher than white participants on the racial discrimination scale.

2.2.6 Consequences of the presence of career barriers

A study of Australian women conducted by Still and Timms (1998) revealed that older women still experience discrimination based on organisational practices in the workplace, and this makes them to look for self-employment options, which in turn results in the employer losing well-trained female employees. This finding is supported by a study of women librarians conducted by Dalton and Mynott (2000), who found that librarians considered leaving the profession at some point in their career due to the shortage of promotional prospects.

2.2.7 Decreasing/improving career barriers

Individuals experience different career barriers over their lifespan. Swanson et al. (1996) indicated that the types of barriers that students perceive cover a wide range of situations and vary in the degree to which the barrier may be overcome. Therefore it is imperative that the career counsellor assess the type of barrier that clients may perceive as interfering with the implementation of their career plans and assist them in responding to those barriers in an appropriate manner.

Pro-active planning and identification of career barriers could reduce the impact of career barriers on women's career progression. Still and Timms (1998) indicate that organisations should consider introducing education programmes for dealing with the effects of a male managerial culture on female employees. Furthermore, the career counsellor needs to help students to determine suitable careers based on their abilities, capabilities and interests (Migunde & Agak, 2011; Still & Timms, 1998). Part-time work, job sharing, workplace procedures and practices and flexibility in employment arrangements are amongst the interventions that can be used when addressing career barriers experienced by women.

Dalton and Mynott (2000) indicated that the transfer of skills, introduction of training programmes and review of recruitment practices could help alleviate career barriers, while Luzzo (1995) added the integration of occupational and family roles, careful career planning and exploration.

2.3 Career development

Career barriers are presented to individuals along their career development path. Progression through the career stages has a certain order (Nel & Van Dyk, 2004). However, changes in the business world as well as the presence of a number of career barriers for women have created disorder in the pattern. These changes are in the form of child-bearing factors in women, the choice of a new career and a return to school/university to gain new skills, which all contribute to creating disorder.

Individuals experience these changes differently depending on their age and the stage in their career. To help individuals manage their career and organisations to manage their human resources, an understanding of career development stages is necessary. These stages are explained by two developmental theorists, namely Levinson's life development theory and Super's career development theory.

To better understand the career stages one needs to understand adult life development. This is necessary because, as people grow, they have developmental concerns that need to be addressed. An awareness of these concerns leads to a better understanding of career dynamics. Adult life development is when an individual progresses through the psychosocial stages of adulthood (Greenhaus, Callana & Godshalk, 2000). During the adult life phase, the individual ages and the biological functioning and cognitive ability decline gradually, but the accumulated knowledge, experience and wisdom increase.

2.3.1 Levinson's approach to life development

As cited in Greenhaus et al. (2000), Levinson (1978) proposed four eras of the human life cycle, which are "pre-adulthood", "early adulthood", "middle adulthood" and "late adulthood". These eras are composed of a total of eight phases of alternating stable and transitional periods that foster personal development, namely (i) the early adult transition, (ii) the entry life structure for early adulthood, (iii) the age 30 transition, (iv) the culminating life structure for early adulthood, (v) the mid-life transition, (vi) the entry life structure for middle adulthood, (vii) the age 50 transition, and (viii) late adult transition. In stable periods, people attempt to create a desired life structure or style and this period lasts six to seven years. In the transitional periods, however, questions are asked and the established, no longer appropriate life structure is reappraised in order to make the necessary changes in various parts of one's life. This period lasts four to five years.

These phases, as set out by Levinson (1978, cited in Greenhaus et al., 2000), are discussed below:

(i) The early adult transition: moving from pre- to early adulthood

The early adult transition starts at the age of 17 and ends at about the age 22. In this stage, people move from adolescence in order to create their life in adult society by separating from their parents and becoming independent. They take steps into early adulthood by possibly trying out an adult role.

(ii) The first adult life structure: entering the adult world

This stage starts at the age of 22 and ends at about the age of 28. In this stable period, the person enters into the adult world, facing the tasks of trying different roles (job or relationship) and settling down to create a stable life structure. These tasks are conflicting and this means that decisions taken at this stage may be flawed.

(iii) The age thirty transition: changing the first life structure

This phase lasts from the age of 28 to the age of 33. It provides the opportunity to reflect by looking at the strengths and weaknesses of previous life styles, to grow and to redirect one's life.

(iv) The second adult life structure: settling down

This phase is from ages 33 to 40. It is a productive time to establish career success for men who want to make it occupationally. In this period women experience a clash between the anti-traditional career and the traditional homemaker figure when compared to men. At this stage men are free to follow their dreams as individuals, whilst women have a more vague sense of themselves in the world and in identifying goals to pursue their dreams. This period is characterised by two major tasks, namely (a) to establish a niche in adult society in the areas of work, family and leisure that are central to the person and (b) to advance in a certain time period in order to build a better life.

(v) The mid-life transition: moving from early to middle adulthood

The mid-life transition starts from the age of 40 and lasts until 45. In this phase people reappraise their past actions, as they are getting old and feel that they have lost time. They want to make future choices in cases of failure and assess the past if they have succeeded. During this stage, questioning of the past and future is common. The appraisal of past actions could relate to career, marriage and motherhood, and the majority of women struggle to get it all of these done successfully.

(vi) Entering middle adulthood: building a new life structure

This phase runs from the age of 45 to 50. This phase gives flexibility and autonomy so that a person can tailor a career and pursue more options, allowing for horizontal growth and the expansion of competencies.

(vii) Subsequent periods in middle adulthood

(a) Age 50: mid-life transition

This phase runs from age 50 to age 55. It involves the adjustment of life structures created during previous life stages by working on the issues raised, and new goals are also developed in this stage.

(b) Age 55 to 60 transition

This phase is about building a life structure suitable for the remainder of middle adulthood.

(viii) Age 60 to 65 transition: late adult transition

This phase starts at 60 and ends at 65 years. In this phase people prepare for the end of their lives, and some for a new lifestyle that does not include work-related activities. Some people remain active and productive with family tasks and volunteer work.

2.3.2 Super's theory of career development

Super (1990, as cited in House, 2004) defines career development as a process of developing or learning and implementing the self-concept. Self-concept refers to how individuals see themselves (reflected in their needs, intelligence, values, aptitudes

and interests) and their situations. Learning is based on one's interaction with the environment, where what one likes or dislikes when exposed to some external stimulus (e.g. object, person or activity) can lead to feeling satisfied or dissatisfied, resulting in a learned experience. Super's life-span life-space approach identifies five stages in which a person and the environment interact. This is a developmental approach that explores how one's life roles (e.g. worker, citizen and student) develop across the life span (Strong, as cited in Super, 1990). These five stages are:

(i) Growth

This stage is from birth to the age of 14. It consists of capacity building and the development of attitudes, interests and needs associated with individual goals. According to Greenhaus et al. (2000), however, this stage starts is from 0 to 25 years of age. The main task is to form and refine an occupational self-image, build capacity for alternative occupations, develop career choice and pursue the education needed to implement the choice after considering one's talents, interests and values, as well as opportunities and rewards associated with an alternative occupation. This is supported by Hall and Noughaim (1968, cited in Greenhaus et al. 2000), who referred to this stage as the pre-work stages from the age of 0 to the age of 25. According to Greenhaus et al. (2000), this signifies that the formation of an image of oneself and the world of work takes place from childhood, through adolescence to early adulthood. At this stage, women are concerned about independence, who they are and what they need in life and are trying to link these with their personality traits.

The career barriers that affect the individual at this stage are i) inadequate preparation, when they are unsure of what work values are, are not sure how to choose a career direction and what career directions are (Luzzo, 1995), ii) lack of self-confidence, where they lack trust in their ability to build capacity, develop a career choice and know if they will be able to do the job successfully (Kirkwood, 2009), and iii) decision-making difficulty, where they are unsure of career goals (Dalton & Mynott, 2000).

(ii) Exploration

This stage is from the age of 15 to 24. In this phase the choices are constricted but not completed. According to Greenhaus et al. (2000) and Schein (1978, as cited in Greenhaus et al. 2000), this is an organisational entry stage that runs from 18 to 25 years of age. It is a stage when a person selects a job and organisation in his/her career field that will satisfy his/her values and talents. Based on the above it therefore can be said that, at this stage, a woman makes a career choice and is also concerned with starting a family. These different roles creates a conflict for the individual.

The career barriers that affect the individual at this stage are i) discouragement from choosing non-traditional careers feared to be considered feminine or masculine, ii) inadequate preparation when they are unsure of what their work values are, are not sure how to choose a career direction or what career directions are (Luzzo,1995), iii) difficulty with networking when they do not have role models, lack information on possible jobs and do not know the right people to get ahead (Crowford & Rowe, 2003), iv) lack of self-confidence or a lack of trust in their ability to build capacity and develop a career choice and being unsure whether they will be able to do the job (Kirkwood, 2009), and v) decision-making difficulty, when they are unsure of their career goals (Dalton & Mynott, 2000).

(iii) Establishment

This stage is from the ages of 24 to 44. This delineation is supported by Hall and Nougaim (1968, cited in Greenhaus et al., 2000), who say that this stage extends from 25 to 30 years. It consists of trials and the pursuit of stabilisation through work experiences. According to Greenhaus et al. (2000), the task at this stage is to become established in a career and organisation by mastering the job and moving up the career ladder. Greenhaus et al. (2000) assume that this period can take the full 15 years. At this stage a women is likely to have a spouse or a family and she needs to spend time at home, while at the same time is aspiring to grow her career.

The career barriers that affect the women at this stage are i) difficulty with networking when she does not have role models, lacks information on possible jobs and does not know the right people to get ahead (Crowford & Rowe, 2003), ii) multiple-role conflict and conflict between children and career, where they have to choose between roles, and where one role impacts on the other (Muldon, 2003), iii) sexual and racial discrimination, where the employer discourages them from having children, they are not paid as much as their male counterparts, they are not promoted due to their sex, race and marital status, are sexually and racially harassed, and face a lack of opportunities in non-traditional fields (Loott et al., 2001), iv) disapproval from significant other when they have to relocate because of the spouse, allowing family to take precedence (Simpson, 2005, v) dissatisfaction with career when they are bored with a job and disappointed with career progress, and v) job market constraints, when they experience difficulty in finding a job due to tight market constraint after the baby delivery break (Sokolova, 2013).

(iv) Maintenance

This stage takes place from the ages of 45 to 64. It is comprised of adjustments to the job and surrounding environment. According to Greenhaus et al. (2000), this stage involves a reappraisal of past life structure and the creation of a life structure that move one's self forward. Hall and Nougaim (1968) refer to this stage as the maintenance stage, Miller (1951) calls it the stable period and Schein (1978) (all authors cited in Greenhaus et al., 2000) calls it a late career stage. Women at this stage already have a career and family and now only need to maintain them. They turn their focus on developing themselves in terms of expanding their competencies and their options.

The career barrier that affects the individual at this stage is dissatisfaction with career, where individuals are bored with a job and are disappointed with their career progress.

(v) Decline

The decline stage is after the age of 65. This view is supported by Miller and Form (1951), Hall and Nougaim (1968) and Schein (1978) (all cited in Greenhaus et al. (2000), who indicate that this stage starts at 65 years of age. It is a stage of pre-retirement planning and effective retirement. At this stage the physical and mental state of the body is deteriorating due to age. Women at this stage focus on their new life that involves family or engagement in community work.

The career barrier that affects individuals at this stage is disability or health concerns, as a result of which they have limitations in career choices, are discriminated against due to age and are not able to deal with the physical or emotional demands of the family (World Health Organization, 2013).

Life develops from the early age of adolescence to late adulthood of retirement. During this development there are tasks that lead to biological, educational and vocational milestones. Each phase shapes the next, for example a qualification choice during the growth stage affects the success of and satisfaction with a job at the establishment stage. To transition successfully from one life stage to another, one must consider the impact of social and institutional barriers on work (Blustein, 2006). To manage the impact of these barriers, career planning is critical so that it is possible to move smoothly through these stages. The organisation needs to understand these stages in order to develop proper career-related interventions. Furthermore, the extent to which an individual values his/her career over family, religion, community service and other factors is likely to have an impact on his/her experience of career barriers. This might influence the type of career barriers that an individual experiences. The following section will elaborate on career salience and the impact it has on career growth.

2.4 Career salience

Greenhaus (1971) defines career salience as the relative prominence and personal significance of a career within an individual's total life. Illfelder (1980) defines career salience as a centrality in a person's life. According to Rasool and Kiyani (2012), career salience is about how much an individual cares about his/her career, the extent to which the individual considers career as a priority in his/her life and the degree of taking the profession seriously. This definition indicates that the extent and degree vary from one individual to the next, depending on the individual's attitude. Rasool and Kiyani further state that characteristics like personality, values, self-esteem and interest affect career salience. These characteristics are directed by how important the role is, the attitude towards the role and a concern for planning and advancement (Greenhaus, 2000).

2.4.1 Origin of career salience

The concept of career salience dates back to 1971, when Greenhaus introduced it in reference to the importance of work and a career in one's total life. During this period, Greenhaus (1971) and other researchers used the career salience construct interchangeably with career commitment, as it initially was based on the same definitions. According to Greenhaus (1971, p 211), career salience consists of three dimensions: i) relative importance of career, where one item of the career salience scale states "I intend to pursue the job of my choice even if it cuts deeply into the time I have for my family"; ii) general attitude towards work, where one item states "work is one of the few areas in life where I can gain real satisfaction"; and lastly iii) concern for planning and advancement, where the item states "I enjoy thinking about and making plans about my future career". Allen and Ortlepp (2002, p. 9) later reviewed and defined the definition of career salience as "the relative prominence and personal significance of a career within the individual's total life".

2.4.2 Dimensions of career salience

(i) Relative importance of career

A person who is high on career salience will view career as important, and will be dedicated to his/her career even if it means channelling all energy to that particular career. This view is supported by Major et al. (2005), who stated that an individual with a high salience in a particular role tends to be more psychologically committed (by spending more energy and hours) to that role, leaving less time and energy for the other role. The benefit of this inclination is that individuals who give greater importance to their career obtain more satisfaction from their work roles (Nevill & Super, 1986, as cited in Rasool & Kiyani, 2012).

(ii) General attitude towards work

Attitude is defined as “a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour” (Eagly & Chaiken, 1993, p. 1, as cited in Eagly & Chaiken, 2007). This means that attitude can be positive or negative, depending on the work environment. If there are no perceived career barriers, the employee will likely have a positive attitude towards work.

Several studies have associated positive attitude to work with satisfaction. A study by Lansbury (1976), reported that the highest proportions of satisfied workers were generally found among professionals and business executives. He ascribed this to the status of the position, independence and on-the-job relations (team work).

(iii) Concern for planning and advancement

Individuals who view careers as important plan their career and advance in their career. Planning is a crucial stage of career development because it guides the individual's future career path. Nel and Van Dyk (2004) define career planning as a process by which an individual analyses his/her work situation, specifies career goals and plans various means to achieve these goals.

Career advancement is what the majority of individuals aspire for in their careers. It takes place over career life stages through experience and acquired training and skills.

2.4.3 Organisational factors related to career salience

Career salience has been applied to a number of work-related variables. For example, Greenhaus's (1971) Career Salience Scale was used by Greenhaus in 1974 to measure career salience as a moderating variable in the relationship between satisfaction with occupational preference and satisfaction with life in general. A study conducted by Greenhaus and Simon (1976) mentioned a positive relationship between career salience and the tendency to choose an ideal occupation. In a study of undergraduate students, Illfelder (1980) found that fear of success and sex-role attitude combined significantly predicted the level of career salience. This means that women who were low in fear of success and non-traditional in their sex role attitude showed the highest level of career salience.

Shehan, Wiggins and Cody-Rydzewski (2007) looked at career salience in combination with working conditions and depression and found that the more committed people are to their jobs, the more vulnerable they are to depression, regardless of their reports of high job satisfaction. Illfelder (1980) studied career salience in association with anxiety and found that both fear of success and sex role attitudes significantly predicted the level of career salience in a multiple regression analysis. This means that women with a higher fear of success and who are more traditional tend to be lower in career salience.

2.4.4 Criticisms of and controversies surrounding the career salience construct

Greenhaus's (1971) definition of career salience was criticised by various authors. For example, Stumpf and Lockhart (1987) introduced another definition of career salience, which was not widely used. Their definition states that career salience is the perceived importance of work in occupational choice and satisfaction. In this definition

of career salience, different constructs, such as 'work' and 'occupation', are also present.

Some have indicated that work and career are two different constructs and must be treated in that manner. This led to a review of this definition by Allen and Ortlepp (2002), from a "pattern of work-related experiences that span the course of a person's life" to "career salience as the relative prominence and personal significance of a career within the individual's total life". In this definition, the word work is excluded from the definition of career salience. This is due to the fact that career salience investigates the importance of a specific long-term pattern of employment possibly attached to a skill, knowledge or organisation, whilst work salience deals with simply the importance of working or being occupied (Allen & Ortlepp, 2002).

Allen and Ortlepp (2002) indicate that the career salience scale has been used mostly with student respondents, who may not have been able to give answers on work-related questions. The lack of operationalisation of the construct and of congruence between its definition and items indicate poor construct validity, as well as that the definitions of career salience are ambiguous and unclear.

2.4.5 Consequences of career salience

Women juggle career and family roles, which create a role conflict. Farmer (1985) states that women's' motivation is vulnerable to role confusion and environmental stressors. Coetzee, Bergh and Scheuder (2010) further say that multiple roles make women end up being frustrated and stressed, which leads them to resigning from a challenging position or not even considering it at all.

2.5 Relationship between career barriers and career salience

The aim of most individuals is to grow in their career and, during the process of this growth, they experience career barriers. How they experience this depends on whether a career is important to an individual or not (career salience). This means that career barriers depend on whether a women places importance on her career or

her family, as both roles co-exist in women, amongst other roles (e.g. caring for the ill).

Women try to juggle both family and career roles if they offer salience to the individual, with the hope of reaching a balance. Instead, women experience role conflict that inhibit their career growth (Fitzgerald & Betz, 1983). This is called work-family conflict. Work-family conflict is a strain experienced when trying to meet both work roles and family roles (Greenhaus & Beutell, 1985). This means the performance of the work role hinders the performance of the family role, especially when there is not enough energy and time in a day for the performance of these tasks.

2.6 Relationships between the sub-dimensions of the constructs

A study by Looft et al. (2001) found a relationship between age and sexual discrimination, with younger women experiencing sexual discrimination more than older women. Rasool and Kiyani (2012) found a significant positive relationship between organisational culture and career salience. This relationship is created in that women who are exposed to the above career barriers hardly grow in organisations, although this will depend on how important the career is to the individual. For example, women who view career as important will experience career barriers more than women who do not.

2.7 Conclusion

In summary, an understanding of factors that interfere with the career development process is important to managers who hope to assist their employees in overcoming career barriers. Factors that have been cited as possible reasons for the low representation of women in leadership positions are career barriers and career salience. Career barriers are grouped into categories consisting of internal and external, person-centred and organisation-centred barriers. Some studies have shown the following:-

- a) Career barriers are linked to specific life stages,

- b) Career salience may have an impact on the career barriers perceived by women, and
- c) The perception of career barriers varies across age groups.

Chapter 2 has offered a review of the literature on career barriers, explaining the relationship between career barriers and role salience, as well as the relationship between career barriers and career growth.



CHAPTER 3: METHODOLOGY

3.1 Introduction

This chapter explains the methodology that was used in the present study. The data was collected from a cross-sectional sample of female employees across six municipal offices in the district, using a consolidated questionnaire. Furthermore, ethical considerations for data gathering and the procedure for data collection and data analysis are discussed.

3.2 Population and sample

The population for the current study included permanent and fixed contract staff members at a municipality in the KwaZulu-Natal region. The municipality concerned employs 1 400 permanent and fixed contract employees in six municipal offices. The statistics from the municipality's human resources department for 2013 show that the municipality employs 541 (34.2%) women and 1 042 (65.8%) men across the six offices. Of the 541 women, 159 (29.4%) occupied positions between level one (senior executive level) and ten (officers).

Elements in the population had a known and equal chance of being chosen as a subject in the sample. The type of sampling that was used is described as purposive sampling, because it targeted women employed from level one to ten in the specific municipality. These sampling parameters were set on the basis of the assumption of the study, namely that women experience significant career barriers in the workplace. Women between occupational levels one and ten were also selected purposefully, as these levels represent the managerial and supervisory levels in the organisation. Ismail and Ibrahim (2008) state that career barriers are particularly salient in attaining the higher stages of management and leadership.

The advantages of purposive sampling are that it is quick, convenient and inexpensive. The disadvantage of it is that it is not generalisable to the population as a whole (Sekaran, 2003).

Paper-based questionnaires were hand delivered to 100 employees across the six municipal offices who met the characteristics for inclusion in the sample. Completed questionnaires were received from 89 participants, resulting in a 89% response rate.

3.3 Research design

The study used a quantitative methodological approach. The difference between a quantitative and a qualitative study is that the qualitative approach is subject to bias, which is the researcher's perspective of circumstances relating to the problem (Sekaran 2003, p. 203). The choice of quantitative approach is based on ensuring the reliability and consistency of the measurement.

Questionnaires were considered as the best method to collect the necessary information. Sekaran (2003, p. 236) and Weirs (1998) indicate the advantages and disadvantages of using questionnaires for research purposes. Some of the advantages include that analysing questionnaires is easy and simple, they can be administered personally at low cost, which means that participants are asked questions on the spot and the researcher can collect responses within a short period of time. The disadvantages of using a questionnaire include that organisations refuse to allow working hours to be used for data collection, the return rate is low if the participants are given questionnaires to complete in their own time, and it is not possible to clarify any doubts the respondents may have.

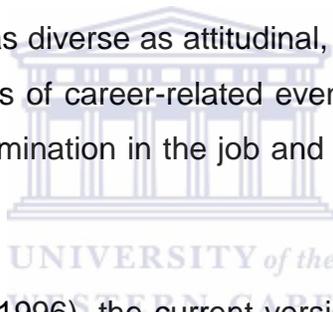
In the present study, a consolidated questionnaire was used, consisting of a biographical questionnaire in order to describe the sample characteristics, the revised version of the Career Barriers Inventory Scale developed by Swanson et al. (1996), and the Career Salience Questionnaire developed by Greenhaus (1981).

3.3.1 Biographical questionnaire

The biographical questionnaire was included to draw the following information from the participants: age, race, marital status, number of children, home language, highest qualification, department they work in and length of service.

3.3.2 Career Barriers Inventory

The Career Barriers Inventory (CBI) (Swanson et al., 1996) is a self-rated measure containing 70 items that are scored on 13 factors. Participants are asked to consider each statement in the questionnaire and indicate to what extent they perceive it is a barrier to career development. To avoid neutral answers, a seven-point Likert-type scale, ranging from “*will not hinder at all*” to “*would completely hinder*”, was used for the participant responses to each of the 70 items. This questionnaire consists of questions addressing factors as diverse as attitudinal, social and interactional barriers that may occur across a series of career-related events, such as choosing a career, performance on the job, discrimination in the job and work-family interface (Swanson et al., 1996).



According to Swanson et al. (1996), the current version of the CBI, the CBI-Revised (CBI-R) scale, covers a wide range of barriers such as:

- a) The Sex Discrimination scale. This scale comprises seven items, such as “Experiencing sex discrimination in hiring for a job”.
- b) The Lack of Confidence scale, which consists of four items, such as “Not feeling confident about my ability on the job”.
- c) The Multiple-Role Conflict scale consists of eight items, including “Stress at work affecting my life at home”.
- d) The conflict between children and career demands. This scale contains seven items related to balancing work responsibilities with child-rearing responsibilities, such as “Feeling guilty about working when my children are young”.
- e) The racial discrimination scale. This scale consists of six items and reflects some of the major changes made during revisions of the CBI. These items

parallel the sexual discrimination items in format and content (e.g., “Experiencing racial harassment on the job”).

- f) The Inadequate Preparation scale consists of five items, such as “Lacking the required skills for my job (e.g., communication, leadership, decision making)”.
- g) The Disapproval scale consists of three items, focusing on different sources of disapproval about one’s career choice, such as “My parents/family don’t approve of my choice of job/career”.
- h) The Decision-making Difficulties scale consists of eight items, such as “Not being sure how to choose a career direction”, and two new items to reflect indecision (e.g. “Changing my mind again and again about my career plans”).
- i) Dissatisfaction with Career. This scale consists of five items, such as “Being dissatisfied with my job/career”. The items also reflect boredom or disappointment in one’s career progress.
- j) Discouraged from choosing non-traditional careers. This scale consists of five items, such as “Being discouraged from pursuing fields which are non-traditional for my sex (e.g., engineering for women, nursing for men)”.
- k) The Disability/Health Concerns scale consists of three items, such as “Having a disability which limits my choice of careers”.
- l) The Job Market Constraints scale was added to the CBI in the most recent revision and consists of four items, such as “No demand for my area of training”.
- m) Difficulties with Networking/Socialisation. This scale also was added to the CBI in the most recent revision to address issues related to work adjustment and socialisation. It consists of five items, such as “Unsure of how to advance in my career”.

The aim of the career barriers scale is to measure the factors that interfere with the progress of an individual’s job or career plan. Internal consistency for the 70-item version of the career barriers scale has ranged from 0.64 to 0.86 (Swanson & Daniels, 1995b).

3.3.3 Psychometric properties of the CBI-R

In validating the CBI-R, Swanson et al. (1996) indicated that

- a) The means, standard deviation and alpha coefficients of the CBI-R were elicited from a sample of 100 college students;
- b) Internal consistency coefficients ranged from 0.64 to 0.86, with a median of 0.77;
- c) Some of the coefficients were lower than the corresponding coefficients in previous samples (e.g. Conflict between Children and Career Demands had alpha coefficients of .75 compared to a range of .81 to .86 in the previous sample);
- d) Inter-correlations were generally high, ranging from .27 to .80 with a median of .60;
- e) Significant racial differences appeared in eight of the 13 CBI-R scales (Swanson et al., 1996).

Table 3.1 below represents the descriptive and reliability statistics that were reported by Swanson et al. (1996) in their validation studies.

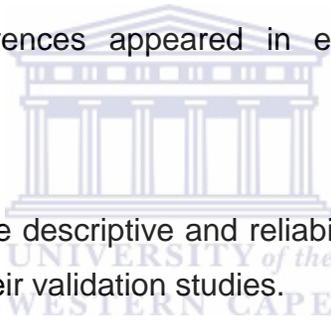


Table 3.1 Descriptive statistics and Cronbach's alpha reliability of the 13 CBI-R dimensions (n = 89)

Scale	No. of items	<i>a</i>	M	SD
Sexual discrimination	7	.86	4.33	1.29
Lack of confidence	4	.77	4.02	1.34
Multiple-role conflict	8	.78	4.20	1.02
Conflict between children and career demands	7	.75	3.65	1.03
Racial discrimination	6	.84	4.41	1.35
Inadequate preparation	5	.85	4.36	1.33
Disapproval by significant others	3	.64	3.04	1.31
Decision-making difficulties	8	.83	4.25	1.15
Dissatisfaction with career	5	.97	4.49	1.22
Discouraged from choosing non-traditional career	5	.75	3.03	1.16
Disability/health concerns	3	.76	4.23	1.51
Job market constraints	4	.68	4.38	1.18
Difficulties with networking/socialisation	5	.64	4.37	1.06

Source: Swanson et al., 1996

The career barriers scale has been applied to the South African context and the 70-item version has been found to be within a range of $\alpha = 0.65$ and 0.90 (Bester, 2011). Table 3.2 below indicates the alpha for sub-dimensions in a South African study.

Table 3.2 Reliability results for sub-dimension of CB-R

CBI-R scale	Cronbach's alpha
Sexual discrimination	.90
Lack of confidence	.80
Children and career demands	.80
Inadequate preparation	.80
Racial discrimination	.89
Decision-making difficulties	.88
Multiple-role conflict	.82
Dissatisfaction with career	.81
Discouraged from choosing non-traditional careers	.76
Disability/health concerns	.76
Job market constraints	.76
Disapproval by significant others	.72
Difficulties with networking/socialisation	.65

3.3.4 Career Salience Scale

The career salience questionnaire (Greenhaus, 1971) is a self-rated measure containing 27 items. The questionnaire utilises a five-point Likert-type scale, ranging from “*strongly agree*” to “*strongly disagree*”, to measure career salience. This questionnaire consists of questions addressing factors regarding general attitude towards work, planning and thinking about a career and the relative importance of career, family, religion and other factors. The aim of this scale is to measure the relative prominence and personal significance of a career within the individual's total life.

The career salience scale has been applied in the South African context and the 27-item version has been found to have reliability coefficients that range between $a = 0.74$ (Greenhaus & Sklarew, 1981) and $a = 0.90$ (Beutell & Greenhaus, 1982) and 0.72 and 0.90 (Allen, 1999; Distiller, 2003; Greenhaus, 1973; Lock, 1995). The

reliability coefficients of the sub-dimensions have been found to range from 0.50 to 0.64 (Allen & Ortlepp, 2000).

According to the goodness-of-measure guidelines, an alpha value below .60 is considered low and indicates that scores on the tests are not very consistent, whereas an alpha value above .60 is considered adequate and indicates that the scores are consistent (Cronbach, 1984, as cited in Southgate, 2005).

3.4 Procedure

3.4.1 Data gathering

The Executive Director Corporate Services of the municipality was consulted for permission to conduct the present study, which was granted on behalf of the entire organisation. The meeting with the departmental heads was scheduled by the researcher to explain the purpose of the study and to arrange a suitable time to administer the questionnaire with the individual staff members.

All departments within six municipal offices were visited to distribute questionnaires. In some instances employees were met individually, and in other cases a meeting was called for all the relevant employees. The employees were given time to fill in the questionnaire in privacy. Questionnaire packages were distributed, each containing a questionnaire (Appendix B), prefaced with an information letter and informed consent form (Appendix A) explaining the objectives, risks and benefits of the study and emphasising the confidentiality of the responses, the anonymity of the participants and the voluntary nature of participation.

Once the respondents had completed the questionnaires they were placed in sealed envelopes provided by the researcher and put in a sealed box to which only the researcher had access. The respondents physically brought the questionnaires to the researcher's office or sent an email to ask for them to be collected. The distribution and collection took a period of two months and each respondent was given a week to return the questionnaire. In order to ensure confidentiality and anonymity, the

respondents were requested not to write their names anywhere in the questionnaire and not to put the consent form in the sealed envelope with the questionnaire. An ethical research protocol was followed and the consent forms were collected in a separate box in order to protect the anonymity of the respondents.

3.4.2 Ethical issues to consider

Career growth is central to business and individual success. Consent to conduct the study was requested from the human resources office of the municipality and permission to collect data was requested from the participants. The participants were notified of the aim of the study and of their rights to confidentiality, anonymity and withdrawal from the process at any stage of the research.

The study included reliable measuring instruments that have been used in similar workplace settings, yielding acceptable and interpretable statistical results.

3.4.3 Data analysis

After the close of the survey, completed questionnaires were numbered and the data was captured in an Excel spreadsheet in order to simplify the processing of the raw data. The raw data was then exported to SPSS, the Statistical Package for Social Science (Version 21), to analyse the data. Various statistical procedures were used, namely descriptive statistics, inferential statistics (Pearson's r), t-test and analysis of variance (ANOVA).

The purpose of the analysis was to determine the frequency distribution of biographical data and the maximum, minimum, means, standard deviation and variance (descriptive statistics), as well as to determine the relationship amongst the different variables (Pearson's r). This provided the researcher with an indication of strength of the association between two variables.

Furthermore, t-tests were performed to determine whether significant differences existed between different demographic groups and the variables of the study. In the

case of demographic categories consisting of more than two groups, analysis of variance (ANOVA) was performed to attain insight into whether the respective groups were different from each other.

3.5 Conclusion

In summary, this chapter provided an overview of the research design and methodology used in the present study. It also described the population from which the sample was drawn, outlined the procedures followed in gathering and collating the information, discussed the measuring instruments used in the study, and briefly described the statistical methods used to analyse the data. The next chapter will provide a detailed analysis of the findings of the study.



CHAPTER 4: RESULTS

4.1 Introduction

In this chapter, the analysis of the survey data is reported and presented, starting with the analyses of the descriptive statistics and ending with the analyses of the inferential statistics. Tables and figures are used to illustrate information on demographic variables. In the analysis of the career barriers and the career salience scale, the reliability coefficients, Pearson correlation coefficients, and t-test and ANOVA results (where applicable to the research hypothesis) are presented. According to Sekaran (2003), the highest statistical significance for the null hypothesis is 5% and the test results should be computed at the two-tailed level of significance. This guideline therefore was followed in this study.

4.2 Biographical characteristics of the sample

The sample for the present study consisted of 89 women who work in six municipal offices in the KwaZulu-Natal region. The demographic characteristics of the sample are discussed in the following section.

4.2.1 Age

The sample included female employees ranging in age from 25 and under to 60 years. All respondents selected their age from the pre-identified categories in the questionnaire. As can be seen in Figure 4.1, the respondents' age was evenly distributed, as the percentage of respondents in each of the eight categories varied from 6% to 22%. The age group 30 to 34 consisted of 20 employees (22%), followed by 15 respondents (17%) in the 35 to 39 age group. The smallest group was the respondents under the age of 25, with five respondents (6%).

4.1 Age of respondents

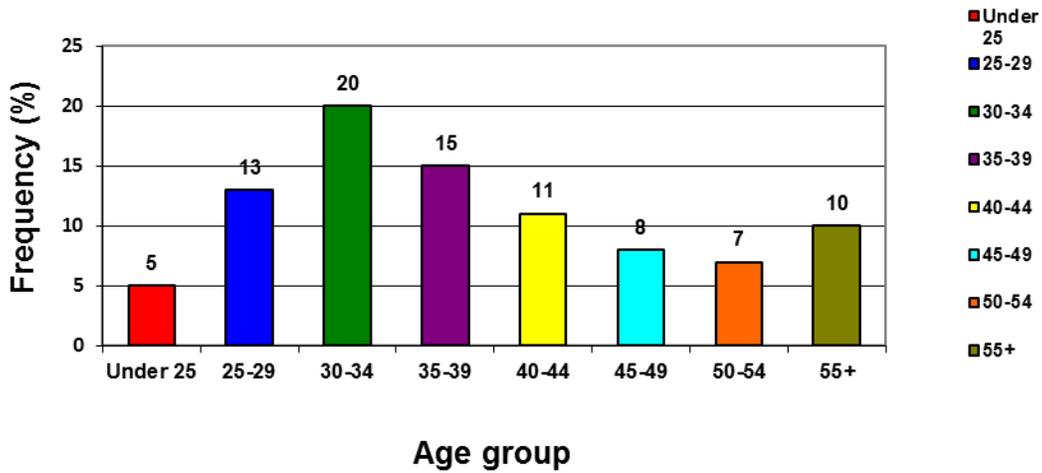


Figure 4.1 Age of respondents

4.2.2 Race

The sample included African, coloured, white and Indian people. As can be seen in Figure 4.2, the representation in the various race categories varied from 4% to 64%. The African group consisted of 57 employees (64%), followed by 18 respondents (20%) in the white group. The smallest group was the respondents from the coloured group, with three respondents (4%).

4.2 Race of respondents

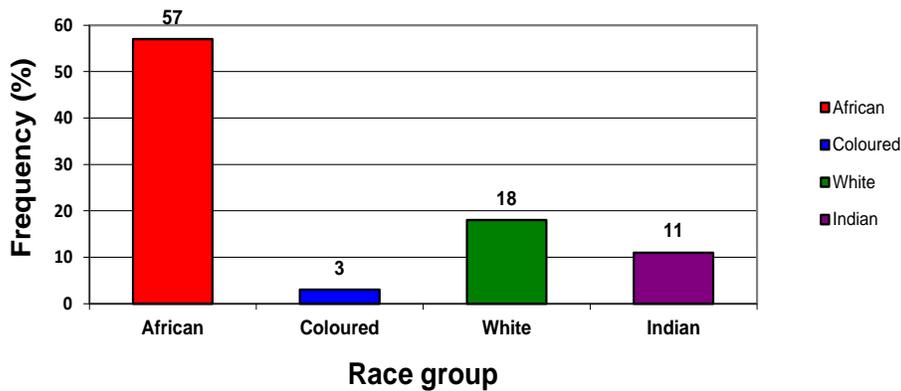


Figure 4.2 Race of respondents

4.2.3 Sharing of household chores

The respondents were asked if their partner shared the household chores. Four of the 89 employees (5%) did not answer this question. Twenty-nine employees (32%) indicated that this was not applicable to them, 22 employees (25%) agreed with the statement that they shared household chores with their partners, and only 16% disagreed and strongly disagreed with the statement, with 14% and 2% respectively. These results are depicted in Table 4.1.

Table 4.1 Sharing of household chores (N = 89)

		Does your partner share in the household chores?			
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly disagree	2	2.2	2.4	2.4
	Disagree	12	13.5	14.1	16.5
	Uncertain	3	3.4	3.5	20.0
	Agree	22	24.7	25.9	45.9
	Strongly agree	17	19.1	20.0	65.9
	Not applicable	29	32.6	34.1	100.0
	Total	85	95.5	100.0	
Missing	System	4	4.5		
Total		89	100.0		

4.2.4 Number of children of respondents

Three out of the 89 respondents chose not to reply to the question on how many children they had. Figure 4.3 indicates that the majority of the respondents (66; 75%) had zero to two children: 25% did not have any children and 25% each had one or two children respectively. Four employees had more than five children.

4.3 Number of children of respondents

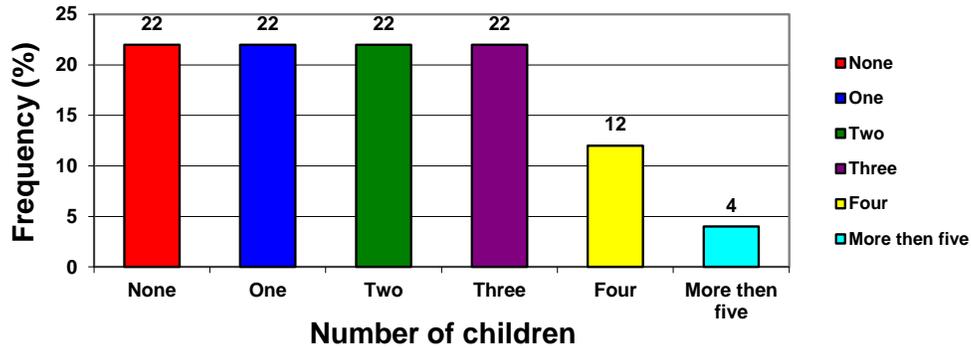


Figure 4.3 Number of children of respondents

4.2.5 Home language of respondents

The sample included female employees who spoke English, Afrikaans, isiZulu and other languages. Figure 4.4 indicates that the majority, namely 54 respondents (61%), used isiZulu at home, followed by 18 (20%) who used English and 14 (16%) who used Afrikaans. Two employees (2%) used other languages.

4.4 Home language of respondents

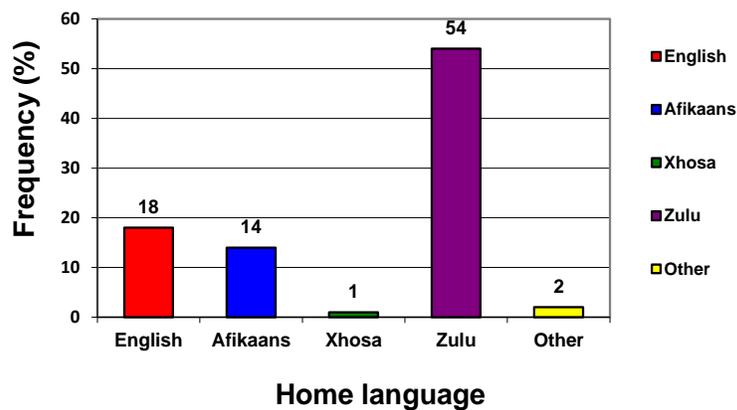


Figure 4.4 Home language of respondents

4.2.6 Marital status

Table 4.2 reflects the marital status of the respondents. This table indicates that 47 respondents (53%) were married or cohabiting and 42 respondents (47%) were single/widowed/divorced.

Table 4.2 Marital status (N= 89)

Marital status					
	Frequency	Percent	Valid percent	Cumulative percent	
Valid	Married / Cohabiting	47	52.8	52.8	52.8
	Single / Widowed / Divorced	42	47.2	47.2	100.0
	Total	89	100.0	100.0	

4.2.7 Qualifications of respondents

Figure 4.5 indicates that 38 employees (43%) had a diploma, 23 employees (26%) had a postgraduate degree, 17 employees (19%) had an undergraduate degree and two employees (2%) had a qualification lower than grade 12.

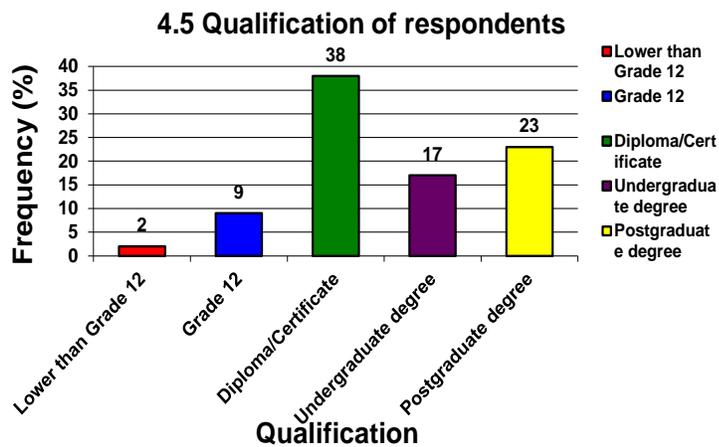


Figure 4.5 Qualification of respondents

4.2.8 Study intentions

The employees were asked if they had intentions to further their studies. Table 4.3 indicates that 61 employees (69%) had study intentions and 12 employees (14%) indicated not having any intention to study.

Table 4.3 Intention to study (N = 89)

		Study intentions			
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Yes	61	68.5	69.3	69.3
	No	12	13.5	13.6	83.0
	Uncertain	15	16.9	17.0	100.0
	Total	88	98.9	100.0	
Missing	System	1	1.1		
Total		89	100.0		

4.2.9 Tenure in the organisation

Tenure in the organisation was divided into five categories: less than a year, one to three years, four to six years, seven to nine years and 10 years and more. Figure 4.6 indicates that 38 employees (43%) had worked for the municipality for more than 10 years, 20 employees (22%) had worked for the municipality for one to three years, and 16 employees (18%) had worked for the municipality for less than a year.

4.6 Tenure in the organisation for respondents

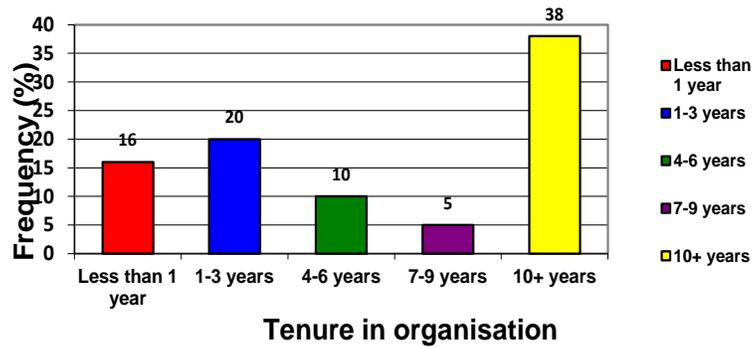


Figure 4.6 Respondent tenure in the organisation

4.2.10 Tenure in the position

Tenure in the position was divided into five categories: less than a year, one to two years, three to four years, five to six years and seven years and more. Figure 4.7 indicates that 27 employees (30%) had been working in the same position for more than seven years, 24 employees (27%) had been working in the same position for one to two years, and 22 employees (25%) had been in their position for less than a year.

4.7 Tenure in the positions for respondents

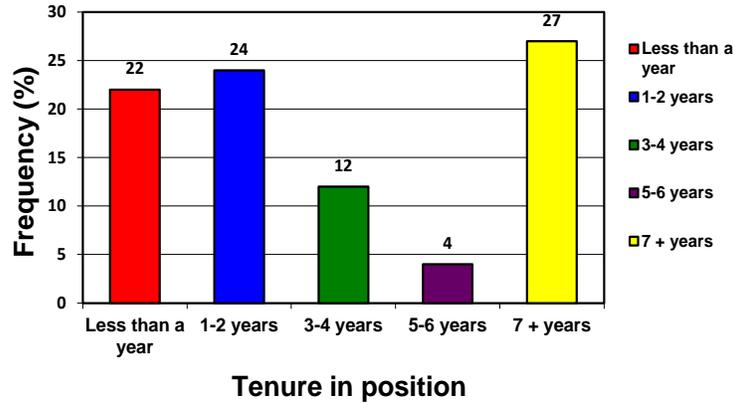


Figure 4.7 Respondent tenure in the position

4.2.11 Fulfilment of expectations

The respondents were asked if the current job met their expectations. Table 4.4 indicates that 34 respondents (38%) indicated that the job did so entirely, 27 (30%) indicated that it did so moderately and only six respondents (7%) indicated that the job did not fulfil their expectations at all.

Table 4.4 Meeting expectations (N = 89)

		Does your current job meet expectations?			
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Not at all	6	6.7	6.8	6.8
	To some extent	21	23.6	23.9	30.7
	Moderately	27	30.3	30.7	61.4
	Entirely	34	38.2	38.6	100.0
	Total	88	98.9	100.0	
Missing	System	1	1.1		
Total		89	100.0		

4.2.12 Progress hindered because of gender

The respondents were asked whether their career development in their current organisation had been hindered because of their gender. As seen in Table 4.5, eighty employees (90%) indicated “no” and eight employees (9%) indicated “yes”.

Table 4.5 Progress hindered because of gender (N = 89)

Progression hindered because of gender				
	Frequency	Percent	Valid percent	Cumulative percent
Valid	Yes	8	9.0	9.1
	No	80	89.9	90.9
	Total	88	98.9	100.0
Missing	System	1	1.1	
Total		89	100.0	

4.3 Descriptive statistics and reliability of the measuring instrument

Descriptive statistics were calculated for the various sub-dimensions and total scores for career barriers and career salience. The distribution of the data was also explored with skewness and kurtosis statistics. The results of these analyses are presented in Table 4.6. From Table 4.6 it is evident that the career barrier that was perceived and experienced the most by the sample was racial discrimination ($M = 4.649$, $SD = 1.745$). The second most perceived career barrier for the sample was job market constraints ($M = 4.406$, $SD = 1.555$). The career barrier that was rated least by the respondents was disapproval by significant other ($M = 2.851$, $SD = 1.444$).

In terms of skewness, most of the career barriers and dimensions of career salience fell between -1 and +1, and mostly had a negative sign. This means the scores for career barriers and career salience scales were somewhat positively skewed. This indicates that the respondents tended to score higher on questions in the career

barriers and career salience scale. The dimensions that had a positive sign were disapproval by significant other (0.213), discouraged from choosing a non-traditional career (0.142) and planning and thinking about career (0.189). However, as all skewness scores fell between the -1 to +1 guideline, it can be assumed that the data was distributed fairly normally.

In terms of kurtosis, the following scales were below -1: sexual discrimination (-1.010), disapproval by significant other (-1.256) and disability/health concerns (-1.274). These scales seem to have a peaked distribution based on the kurtosis scores.

Table 4.6 Descriptive statistics and reliability of the measure

	No. of items	M	SD	<i>a</i>	Skewness	Kurtosis
Career barriers						
Sexual discrimination	7	4.135	1.799	0.896	-.341	-1.010
Lack of confidence	4	4.100	1.767	0.852	-.276	-.943
Multiple-role conflict	8	3.844	1.467	0.854	-.331	-.720
Conflict between children and career demands	7	3.610	1.499	0.866	-.114	-.735
Racial discrimination	6	4.649	1.745	0.882	-.539	-.698
Inadequate preparation	5	4.198	1.617	0.864	-.456	-.580
Disapproval by significant others	3	2.851	1.444	0.616	.213	-1.256
Decision-making difficulties	8	4.139	1.611	0.915	-.320	-.811
Dissatisfaction with career	5	4.226	1.701	0.875	-.267	-.927
Discouraged from choosing non-traditional careers	5	3.330	1.542	0.796	.142	-.904
Disability/health concerns	3	4.327	2.074	0.856	-.357	-1.274
Job market constraints	4	4.406	1.555	0.815	-.464	-.561
Difficulties with networking/socialisation	5	4.102	1.385	0.741	-.656	.073
Career barriers total score	70	4.008	1.433	0.984	-.444	-.755
Career salience						
Relative importance of work and career	7	2.891	0.653	0.614	-.243	-.768
Planning and thinking about career	8	3.679	0.479	0.406	.189	-.369
General attitude towards work	9	3.626	0.514	0.570	-.093	.012
Career salience total score	27	3.449	0.380	0.702	.138	-.114

In the study of Swanson et al. (1996), the reliability of the career barriers was found to be in a range of $a = .64$ to $a = .97$, and in the South African study by Bester (2011) it was found to be in a range of $a = .65$ to $a = .90$. In the current study the range is from $a = .61$ to $a = .91$, with the total score for the career barrier scale at $a = .98$, which means the reliability statistic is good.

In the study of Allen and Ortlepp (2000), the reliability of career salience was found to range from $a = .50$ to $a = .64$, and in the current study it ranges between $a = .40$ and $a = .61$, with $a = .70$ for the total scale score. This means the subscales (planning and thinking about work and career, and general attitude towards work) of career salience are lower than $a = .60$, which is not highly consistent according to the guidelines. The results of these subscales' statistics therefore need to be interpreted with caution.

4.4 Career development hindered because of gender

The respondents were asked if their career development had been hindered because of their gender. Figure 4.9 indicates that one employee did not answer this question. Eighty employees (88%) indicated “no” and eight employees (9%) indicated “yes”. Those who indicated yes were asked to briefly explain. The reasons they gave included that women and youth are not considered for senior management positions, male employees receive first preference and race does not allow for growth in the organisation.

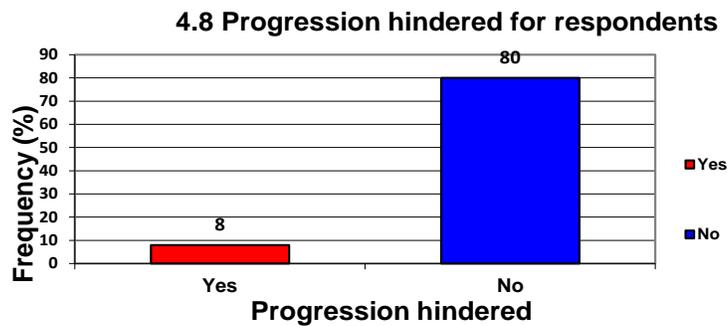


Figure 4.8 Progression hindered for respondents

4.5 Hypothesis testing

The next section will elaborate upon the results of the hypothesis testing. Each hypothesis will be given, followed by an explication of the results of the analyses for the sample.

Hypothesis 1: There is a significant relationship between women’s career salience and career barriers.

The results of the Pearson correlation analysis in Table 4.7 indicate the correlation between the total scores for career barriers and career salience as $r = -0.199$, which is not statistically significant at the 0.05 level. This means that there is no significant relationship between the total scores for career barriers and career salience for the sample.

Table 4.7 Pearson correlation coefficient for career salience and career barriers total scores (N = 89)

Correlations			
		Career barriers total score	Career salience total score
Career barriers total score	Pearson correlation	1	-.199
	Sig. (two-tailed)		.061
	N	89	89
Career salience total score	Pearson correlation	-.199	1
	Sig. (two-tailed)	.061	
	N	89	89

The correlation coefficient between the dimensions of career barriers and career salience was also examined to determine whether any significant relationships exist between the dimensions. The results of the Pearson correlation analysis in Table 4.8 indicate that there are no significant correlations between the majority of the career salience dimensions and career barriers dimensions, except for a significant negative correlation between planning and thinking about career and multiple-role conflict ($r = -0.297$), a negative correlation between planning and thinking about career and lack of confidence ($r = -0.221$), planning and thinking about career and conflict between children and career demands ($r = -0.240$), planning and thinking about career and in adequate preparation ($r = -0.233$) and planning and thinking about career and difficulties with networking/ socialisation ($r = -0.228$). In addition, it is also indicated that there is a negative relationship between general attitude towards work and conflict between children and career demands ($r = -0.213$). Thus, based on the fact that not all dimensions were significantly correlated, hypothesis 1 is only partially accepted.

Table 4.8 Correlation analysis of the sub-dimensions of career barriers and career salience

	Sexual discrimination	Lack of confidence	Multiple-role conflict	Conflict between children and career demands	Racial discrimination	Inadequate preparation	Disapproval by significant others	Decision-making difficulties	Dissatisfaction with career	Discouraged from choosing non-traditional careers	Disability / health concerns	Job market constraints	Difficulties with networking/Socialization	Relative importance of work & career	Planning and thinking about career	General attitude towards work
Sex discrimination	1	.831**	.829**	.791**	.851**	.826**	.680**	.868**	.813**	.792**	.876**	.823**	.799**	-.102	-.157	-.191
Lack of confidence	.831**	1	.834**	.780**	.734**	.847**	.611**	.818**	.813**	.619**	.775**	.749**	.753**	-.201	-.221*	-.175
Multiple-role conflict	.829**	.834**	1	.811**	.699**	.826**	.785**	.823**	.822**	.684**	.774**	.723**	.703**	-.193	-.297**	-.139
Conflict between children and career demands	.791**	.780**	.811**	1	.711**	.740**	.678**	.774**	.777**	.705**	.710**	.745**	.684**	-.177	-.240*	-.213*
Racial discrimination	.851**	.734**	.699**	.711**	1	.753**	.508**	.751**	.762**	.678**	.794**	.772**	.814**	-.024	-.165	-.148
Inadequate preparation	.826**	.847**	.826**	.740**	.753**	1	.669**	.837**	.813**	.680**	.751**	.781**	.745**	-.159	-.233*	-.155
Disapproval by significant others	.680**	.611**	.785**	.678**	.508**	.669**	1	.627**	.614**	.639**	.565**	.539**	.447**	-.119	-.186	-.071
Decision-making difficulties	.868**	.818**	.823**	.774**	.751**	.837**	.627**	1	.867**	.654**	.804**	.815**	.797**	-.193	-.184	-.183
Dissatisfaction with career	.813**	.813**	.822**	.777**	.762**	.813**	.614**	.867**	1	.642**	.759**	.748**	.797**	-.162	-.201	-.151
Discouraged from choosing non-traditional careers	.792**	.619**	.684**	.705**	.678**	.680**	.639**	.654**	.642**	1	.713**	.727**	.684**	.113	-.044	-.097
Disability/ health concerns	.876**	.775**	.774**	.710**	.794**	.751**	.565**	.804**	.759**	.713**	1	.743**	.711**	-.007	-.093	-.097
Job market constraints	.823**	.749**	.723**	.745**	.772**	.781**	.539**	.815**	.748**	.727**	.743**	1	.790**	-.092	-.143	-.163
Difficulties with networking/ socialisation	.799**	.753**	.703**	.684**	.814**	.745**	.447**	.797**	.797**	.684**	.711**	.790**	1	-.097	-.228*	-.233*
Relative importance of work & career	-.102	-.201	-.193	-.177	-.024	-.159	-.119	-.193	-.162	.113	-.007	-.092	-.097	1	.404**	.246*
Planning and thinking about career	-.157	-.221*	-.297**	-.240*	-.165	-.233*	-.186	-.184	-.201	-.044	-.093	-.143	-.228*	.404**	1	.360**
General attitude towards work	-.191	-.175	-.139	-.213*	-.148	-.155	-.071	-.183	-.151	-.097	-.097	-.163	-.233*	.246*	.360**	1

** Correlation is significant at the 0.01 level (two-tailed)

* Correlation is significant at the 0.05 level (two-tailed).



Hypothesis 2: There is a significant difference in women's perceptions of career barriers based on their career salience.

In order to test whether career salience has an impact on women's perceptions of career barriers, and to explain the differences in the career barriers, an ANOVA analysis was performed (see Table 4.9).

Table 4.9 ANOVA for the differences in total score for career barriers based on career salience

	Sum of squares	df	Mean square	F	Sig.
Between groups	850117.138	82	10367.282	1.751	.248
Within groups	35523.161	6	5920.527		
Total	885640.299	88			

In this analysis, the significant value should be smaller than 0.05 to indicate a statistical difference between women's experiences of composite career barriers based on their career salience. As indicated in Table 4.9, this therefore means that there is not a significant difference between groups [$F(82, 6) = 1.751, p = 0.248$].

An ANOVA analysis was also performed to determine whether the dimensions of the career barriers scale are significantly different based on career salience. Table 4.10 indicates that there was a significant difference between groups on conflict between children and career demands [$F(82, 6) = 3.863, p = 0.046$], racial discrimination [$F(82, 6) = 3.881, p = 0.045$] and disapproval by significant other [$F(82, 6) = 3.740, p = 0.049$].

Table 4.10 ANOVA for the difference in dimensions of total score for career barriers based on career salience

		Sum of squares	df	Mean square	F	Sig.
Sexual discrimination	Between groups	272.377	82	3.322	1.606	.288
	Within groups	12.408	6	2.068		
	Total	284.785	88			
Lack of confidence	Between groups	262.191	82	3.197	1.515	.318
	Within groups	12.667	6	2.111		
	Total	274.858	88			
Multiple-role conflict	Between groups	181.961	82	2.219	1.764	.244
	Within groups	7.547	6	1.258		
	Total	189.508	88			
Conflict between children and career demands	Between groups	193.967	82	2.365	3.863	.046
	Within groups	3.674	6	.612		
	Total	197.641	88			
Racial discrimination	Between groups	262.975	82	3.207	3.881	.045
	Within groups	4.958	6	.826		
	Total	267.933	88			
Inadequate preparation	Between groups	221.119	82	2.697	1.782	.240
	Within groups	9.080	6	1.513		
	Total	230.199	88			
Disapproval by significant others	Between groups	179.865	82	2.193	3.740	.049
	Within groups	3.519	6	.586		
	Total	183.383	88			
Decision-making difficulties	Between groups	215.386	82	2.627	1.205	.450
	Within groups	13.081	6	2.180		
	Total	228.467	88			
Dissatisfaction with career	Between groups	241.207	82	2.942	1.314	.397
	Within groups	13.427	6	2.238		
	Total	254.634	88			
Discouraged from choosing non-traditional careers	Between groups	190.195	82	2.319	.726	.766
	Within groups	19.160	6	3.193		

		Sum of squares	df	Mean square	F	Sig.
Total		209.355	88			
Disability/health concerns	Between groups	344.532	82	4.202	.743	.754
	Within groups	33.944	6	5.657		
	Total	378.477	88			
Job market constraints	Between groups	204.274	82	2.491	1.782	.240
	Within groups	8.385	6	1.398		
	Total	212.659	88			
Difficulties with networking/socialisation	Between groups	160.195	82	1.954	1.373	.372
	Within groups	8.540	6	1.423		
	Total	168.735	88			

4.6 Order of priorities

In Question 28 of the career salience scale the respondents were asked to rank their priorities in life. The priorities that were presented included family, career, religion, leisure time, local community activity, and national political activity. As one focus of this study is on the workplace, only the rating for career as a priority will be elaborated upon. Table 4.11 indicates that 20.2% of the respondents scored career as priority 1, 39.3% scored it as priority 2, 36% scored it as priority 3 and 4.5% scored it as priority 4. Thus, most of the sample scored career as their second or third priority. The results show that the significant difference between groups existed only in the relative importance of work and career [$F(3, 85) = 3.038; p = 0.033$].

Table 4.11 ANOVA with career category as a priority

		Sum of squares	df	Mean square	F	Sig.
Relative importance of work & career	Between groups	177.896	3	59.299	3.038	.033
	Within groups	1659.382	85	19.522		
	Total	1837.278	88			
Planning and thinking about career	Between groups	30.303	3	10.101	.681	.566
	Within groups	1260.465	85	14.829		
	Total	1290.768	88			
General attitude towards work	Between groups	32.312	3	10.771	.495	.687
	Within groups	1850.858	85	21.775		
	Total	1883.170	88			
Lack of confidence	Between groups	7.012	3	2.337	.045	.987
	Within groups	4390.710	85	51.655		
	Total	4397.722	88			
Multiple-role conflict	Between groups	155.795	3	51.932	.369	.776
	Within groups	11972.703	85	140.855		
	Total	12128.497	88			
Conflict between children and career demands	Between groups	147.795	3	49.265	.439	.726
	Within groups	9536.594	85	112.195		
	Total	9684.389	88			
Racial discrimination	Between groups	137.691	3	45.897	.410	.746
	Within groups	9507.894	85	111.858		
	Total	9645.585	88			
Disapproval by significant others	Between groups	34.011	3	11.337	.596	.619
	Within groups					

		Sum of squares	df	Mean square	F	Sig.
	Within groups	1616.437	85	19.017		
	Total	1650.448	88			
Decision-making difficulties	Between groups	523.707	3	174.569	1.053	.374
	Within groups	14098.175	85	165.861		
	Total	14621.881	88			
Dissatisfaction with career	Between groups	67.555	3	22.518	.304	.822
	Within groups	6298.290	85	74.098		
	Total	6365.845	88			
Discouraged from choosing non-traditional careers	Between groups	284.237	3	94.746	1.627	.189
	Within groups	4949.626	85	58.231		
	Total	5233.863	88			
Disability/health concerns	Between groups	31.995	3	10.665	.269	.848
	Within groups	3374.294	85	39.698		
	Total	3406.289	88			
Job market constraints	Between groups	42.282	3	14.094	.357	.785
	Within groups	3360.263	85	39.533		
	Total	3402.545	88			
Difficulties with networking/socialisation	Between groups	56.576	3	18.859	.385	.764
	Within groups	4161.802	85	48.962		
	Total	4218.378	88			

Table 4.12 reports only the post hoc statistics for the significant differences in perceptions that were found for career as a priority and the relative importance of work and career ($M = 3.70505$; $p = 0.028$). This indicates that those who ranked

career as their first priority in life viewed the relative importance of work and career in a significantly different way than those who ranked career as a third priority in their life.

Table 4.12 Post hoc statistics of the scales and career as a priority in life

Dependent variable	(I)	(J)	Mean difference (I-J)	Std. error	Sig.	95% confidence interval	
						Lower bound	Upper bound
Relative importance of work and career	1	2	1.44009	1.28154	.676	-1.9183	4.7985
		3	3.70505*	1.30178	.028	.2936	7.1165
		4	2.69410	2.44236	.689	-3.7063	9.0945
	2	1	-1.44009	1.28154	.676	-4.7985	1.9183
		3	2.26496	1.08067	.163	-.5670	5.0970
		4	1.25401	2.33202	.950	-4.8573	7.3653
	3	1	-3.70505*	1.30178	.028	-7.1165	-.2936
		2	-2.26496	1.08067	.163	-5.0970	.5670
		4	-1.01095	2.34320	.973	-7.1515	5.1296
	4	1	-2.69410	2.44236	.689	-9.0945	3.7063
		2	-1.25401	2.33202	.950	-7.3653	4.8573
		3	1.01095	2.34320	.973	-5.1296	7.1515

* The mean difference is significant at the 0.05 level.

Based on the results indicating that some difference does exist between women's perception of career salience and career barriers, hypothesis 2 is partially accepted.

Hypothesis 3: There is a significant difference between age and women's experiences of sexual discrimination as a career barrier.

The significant value for the group comparison should be smaller than 0.05, whilst in this study it is bigger than 0.05. Table 4.13 indicates that there are no significant differences between different age groups [$F(7,81) = 0.361, p = 0.922, p < 0.05$] and the samples' experience of sexual discrimination as a career barrier. Therefore, hypothesis 3 is rejected.

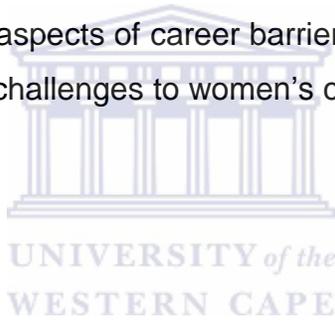
Table 4.13 Analysis of variance for age groups and sexual discrimination

ANOVA

	Sum of squares	df	Mean square	F	Sig.
Between groups	421.792	7	60.256	.361	.922
Within groups	13532.680	81	167.070		
Total	13954.471	88			

4.7 Conclusion

This chapter has provided the findings of the present study from the data analyses. Hypotheses 1 and 2 were partially confirmed, whilst hypothesis 3 was rejected. Chapter 5 presents a discussion of the findings, contextualises the findings on the basis of previous research on aspects of career barriers and career salience identified as important in explaining the challenges to women's career growth.



CHAPTER 5: DISCUSSION OF RESULTS

5.1 Introduction

In this chapter the findings are discussed and the findings on all the hypotheses are reported in detail. The limitations and ethical considerations of the present study, as well as recommendations for organisations and future research, are presented.

5.2 Discussion of the findings

The majority of the respondents were aged from 30 to 34, thus falling within two life stages. According to Levinson (1978), women at these ages are concerned with the evaluation of life choices and experience a clash between career and family, while at the same time wanting to be established and settled down (Super, 1990). The career barriers at these life stages include racial discrimination and job market constraints (Loott et al., 2001; Sokolova, 2013), and these two career barriers were found to dominate in the current study.

The results indicate that the majority of the respondents were Africans who are married or cohabiting with children, and that they share household chores with their partners. The descriptive statistics indicated that the majority of respondents had a generally low level of perceived career barriers, with high scores on racial discrimination and job market constraints. How Africans experience racial discrimination and job market constraints when employment policies and labour legislation favour them can be attributed to the historic overrepresentation of white males in senior positions (Littrel & Nkomo, 2005) and the inaccessibility of the workplace after taking a break from employment for motherhood. This finding is supported by Dalton and Mynott (2000) as well as Subramaniam and Arumagam (2013), who found the gender-negative stereotype and employer prejudice to be career barriers.

Furthermore, the respondents in this study indicated that they had post-matric and graduate qualifications, that they were planning to proceed with their studies, had been with the organisation for more than 10 years, had been in the same position for more than seven years, that the positions they held met their expectations and, in addition, that their career progress had not been hindered by their gender.

This explains the overall findings that indicate that the respondents in the present study scored average to low on career barriers, meaning that they tended to have a low level of perceived career barriers, irrespective of whether they had a high or low level of career salience. This implies that the fundamental assumption that a woman's gender is a career barrier might not be true for the sample in this study. This finding can be explained by the fact that most of the sample scored career as a second or third priority, meaning that their career was not their first priority.

5.2.1 Hypothesis 1: There is a significant relationship between women's perception of career salience and career barriers

The findings according to the correlation coefficient indicate that there was no significant relationship between the total scores for career barriers and career salience for the sample. The reasons for this lack of correlation might be that the respondents viewed career as important but did not face the typical career challenges listed in the career barriers questionnaire while progressing through their career.

Between the dimensions the results indicated significant negative correlations between planning and thinking about career and multiple-role conflict, planning and thinking about career and lack of confidence, planning and thinking about career and conflict between children and career demands, planning and thinking about career and adequate preparation, and planning and thinking about career and difficulties with networking. In addition, the findings indicated a negative relationship between general attitude towards work and conflict between children and career demands.

The career barriers that were perceived and experienced by the women in the present study as most inhibiting to career growth were racial discrimination and job market constraints, and the least rated barrier was disapproval by significant other. The highest score for racial discrimination as a barrier could be caused by the implementation of affirmative action measures in the municipality, which only promotes the employment and promotion of certain racial groups to senior positions. The smaller rating on disapproval by significant other means the respondents tended not to be influenced by close friends and family and would be unlikely to be challenged by this barrier if it was encountered. A study by Dalton and Mynott (2000) found employer prejudice to be a major career barrier. Bester (2011) found that women scored significantly higher than men on all 13 CBI-R scales, which was an indication of greater perceptions of career barriers among female students than male students. This is in support of the career barriers where the significant difference in perception existed according to this study.

5.2.2 Hypothesis 2: There is a significant difference in women's perceptions of career barriers based on their career salience

The finding on overall career barriers according to the ANOVA indicated that a significant difference does not exist between career barriers and groups of individuals with different levels of career salience. In the dimensional analysis, the ANOVA indicated a significant difference between women's perception of career salience groups on conflict between children and career demands, racial discrimination and disapproval by significant other.

In addition, the post hoc ANOVA analysis for career as ranked as a priority in life indicated a significant difference between respondents who ranked it as 1 and those who ranked it as 3. Thus, people who view career as their first priority seem to take more time and put in more effort to think about and plan their career. Major (2002) says these individuals are psychologically committed, and Neville and Super (1986, as cited in Rasool & Kiyani, 2012) add that the spinoff of this commitment is more

work satisfaction. As there was a significant difference between career barriers and career salience, but not all dimensions thereof, this hypothesis is partially accepted.

5.2.3 Hypothesis 3: There is a significant difference between age and women's experiences of sexual discrimination as a career barrier

The findings according to the ANOVA indicate that there were no significant differences between different age groups and the sample's experience of sexual discrimination as a career barrier. Hence, hypothesis 3 is not confirmed.

This finding is contrary to that of Still and Timms (1998), who found that barriers for older and younger women differ, where older women experience discrimination based on organisational practices and younger women experience sexual discrimination.

It is clear from the results of the present study that there was not a significant difference in the perception of sexual discrimination as a career barrier based on the age of the respondents. This may be because the municipality was implementing the employment equity programmes correctly, women were given preference due to affirmative action measures and given preference when filling senior positions, and because they are included in institutional processes, rather than having to do with age-related criteria.

5.3 Strengths and limitations of the study

The study aimed to define the career barriers experienced by women in a municipality within a particular region of South Africa. Understanding these career barriers can influence management decisions about career management for women, which is likely to result in greater gender equity at top management levels. Furthermore, the exploration of career salience will assist in explaining to what extent women value their careers and, subsequently, the amount of effort they are likely to put into working towards being promoted to higher levels of management. This knowledge will assist organisations and practitioners to have a greater understanding of the career management of women in the workplace.

Longitudinal studies would produce better results but, because this is a mini-thesis as per the design of a Master's programme, a short study focusing on career barriers was deemed more practicable. Furthermore, a non-probability cross-sectional sample was utilised, taken from a single organisation, which limits the generalisation of these findings to other sample groups or populations. The organisation was specific in terms of it being a municipality in the KwaZulu-Natal region and the participants were narrowed down to include only women from levels one to ten.

The organisation under investigation employs few women in higher levels of management.

5.4 Recommendations

5.4.1 Recommendations for organisations

The number of women in the workplace has increased over the years without them progressing much through the career ranks. Future interventions to address the identified barriers will need to be established by the organisation. These interventions could be in the form of support structures, for example the provision of guidelines on the proper implementation of labour legislation, human resources support provided to women, organisational policy and procedure review, initiation of diversity management programmes for all employees in order to embrace gender diversity in the workplace, as well as a review of the recruitment and selection practices of the organisation to deal with the overrepresentation of women in lower-level positions

Women need to be assisted in finding a balance between their different roles – of being a mother at home and a manager at work – through the involvement of career counsellors, who will also be able to help women with career planning. This planning will assist in a proper career pathing and career management, as well as a proper balancing of multiple roles that might be conflicting.

With the assistance of the organisation, women themselves need to take initiative for their career progression by engaging in continued education and professional development. In terms of labour legislation, workplaces are obliged to make the environment conducive for learning by making a training budget and time available to employees when needed. Women, on the other hand, need to enrol for further studies, make their free time available for extra work, enquire about job rotation, and network with people who are in right places in order to enhance their employment opportunities.

5.4.2 Recommendations for future research

As individual constructs, career salience and career barriers have attracted a lot of attention over the years. However, when combined, there appears to be no research explaining the relationship between them. It is suggested that this relationship be examined in further detail, as well in other organisational settings, as it relates to real-life issues that affect people and organisations regularly. This further examination also will clarify whether these findings are valid and reliable.

A better picture of factors influencing women's career progression could be obtained from a further study with samples drawn from other public and private sector organisations. Women could be given an opportunity to voice their opinions in a combined research design consisting of both a quantitative and qualitative approach. The study also could be extended to men and a comparison could be made of their opinions to see whether men differ significantly from women.

It is suggested that further research takes into consideration additional factors that may affect career growth. Although race was not tested in the current study, it was found to be a commonly perceived career barrier, and future studies could determine the relationship between race and women's experiences of racial discrimination as a career barrier.

5.5 Conclusion

Although previous studies have found barriers experienced by women to relate, for example, to certain demographic characteristics (Fabian, 2009), the results of this study do not support the third hypothesis on the perception of career barriers, which was meant to prove that there is a significant difference between age and women's experiences of sexual discrimination as a career barrier. The first and second hypotheses, which meant to prove the significant relationship between career salience and career barriers and a significant difference in women's perceptions of career barriers based on their career salience respectively, were partially accepted.

This study sought to understand the perceptions women have regarding career barriers and the importance of their career to them. In an endeavour to find facts, factors that interfere with the career development process, as well as possible reasons for the low representation of women in management position, were discussed in detail. During this process, information on the linkages between career barriers and life stages, the possibility of career barriers impacting on career salience, and variations in perceptions of career barriers across age groups, was found in previous literature. In terms of the research design and methodology, the population from which the sample was drawn, the procedures followed in gathering and collating the information, the measuring instruments used in the study, and the statistical methods used to analyse the data were described. The findings of the study arising from the data analyses were discussed, and the findings based on previous research on career barriers and career salience identified as being important for explaining the challenges to women's career growth were contextualised.

Of the three hypotheses the study meant to test, one was not supported and the other two were partially accepted. It is clear from the findings of this study that the women in the specific municipality in the KwaZulu-Natal region did not perceive substantial career barriers at work, except for racial discrimination and job market constraints. This may be due to the fact that these perceptions are based on the individual's

feeling and experience at that particular time, and this may change at some point, Caution therefore needs to be applied during the interpretation of the perceptions. This study will form the basis for future studies in a similar environment, especially as it may be one of very few studies conducted in a South African municipality.



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APPENDIX 1

UNIVERSITY OF THE WESTERN CAPE

Information letter & Informed consent form

Title of Study: The perception of women regarding career barriers within a Municipality in the Kwazulu-Natal region.

Principal Investigator:

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Background:

I am currently in the process of completing a Master's degree at the University of the Western Cape in the Department of Industrial Psychology and I am required to conduct research as part of the degree. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please take the time to read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

The purpose of this study is: The proposed study strives to assess the existence and impact of career barriers on women in a municipality environment. And, to understanding whether career salience explains some of the differences in the perception of career barriers.

Study Procedure:

You will receive a questionnaire that will be written in English. Your expected time commitment for this study is 40min. The nature of the questionnaire is based the job Career barriers inventory, developed by Prof Jane L Swanson and the Career salience questionnaire developed by Greenhaus. The career barriers are measured in terms of thirteen scales and the career salient is measured in terms of three dimensions including general attitude towards work, planning and thinking about a career and the relative importance of career, family, religion and other factors.

Risks:

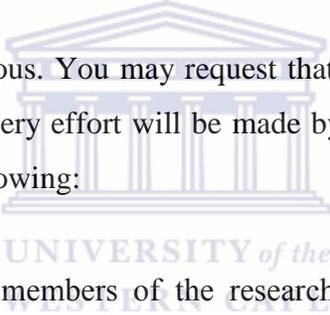
The risks of this study are minimal. These risks are similar to those you experience when disclosing work-related information to others. You may decline to answer any or all questions and you may terminate your involvement at any time if you choose.

Benefits & Compensation:

There will be no direct benefit to you for your participation in this study. There will also be no compensation for completing the questionnaire. However, we hope that the information obtained from this study may help the organisation in making informed decision for future interventions in addressing the identified barriers.

Confidentiality:

Your responses will be anonymous. You may request that all or part of your responses be kept anonymous at any time. Every effort will be made by the researcher to preserve your confidentiality including the following:

- 
- The researcher and the members of the researcher's committee will review the researcher's collected data. Information from this research will be used solely for the purpose of this study and any publications that may result from this study. All other participants involved in this study will not be identified and their anonymity will be maintained
 - Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

Voluntary Participation:

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you do decide to take part in this study, you will be asked to sign this consent form. If you decide to take part in this study, you are still free to withdraw at any

time and without giving a reason. You are free to not answer any question or questions if you choose. This will not affect the relationship you have with the researcher.

Unforeseeable Risks:

There may be risks that are not anticipated. However every effort will be made to minimize any risks.



Consent

By signing this consent form, I confirm that I have read and understood the information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I can request a copy of this consent form. I voluntarily agree to take part in this study.

Signature _____ Date _____



Note to respondent: Please hand this consent letter to the researcher separately from your completed questionnaire in order to maintain anonymity.

APPENDIX 2

INSTRUCTIONS FOR COMPLETION OF QUESTIONNAIRES

Please read through the following questionnaire and respond to all the questions/statements as indicated in each section. Choose only one option for all questions, unless specified not to. The questionnaire consists of two sections: **Section A** consists of a demographic information questionnaire. **Section B** consists of the Career Barriers Inventory (Revised) and Career Salience scales. **Section A** is fairly straightforward and requires you to place a cross (X) in the appropriate block. **Section B** has 7 point scale: 1 and 2 implies your progress would not be hindered at all and 6 and 7 implies your career progress is completely hindered and 5 point scale implying the extent one agrees with the statement. Please use a cross (X) to answer the questions. The questionnaire should take you approximately 30-40 minutes to complete.

It would be appreciated if the questionnaire sealed in the envelope provided can be available for collection on the 15th of November 2013.

Thank you for your time and co-operation. I greatly appreciate yours as well the organisation's assistance in furthering endeavor.

Kind Regards

Dudu Hlophe/Molefe

SECTION A

DEMOGRAPHIC QUESTIONNAIRE

NOTE: To protect your confidentiality please do not indicate your name or any other identifiable particulars on this questionnaire. Please place an X in the appropriate block(s). The numbers below the box is merely for categorization purposes.

1. Gender

Male	Female
1	2

2. Age

Under 25	25-29	30-34	35-39	40-44	45-49	50-54	55+
1	2	3	4	5	6	7	8

3. Race

African	Coloured	White	Indian	Other
1	2	3	4	5

4. Current marital status

Married / Cohabiting (living together)	Single / Widowed / Divorced
1	2

5. My partner shares in the household chores

Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Not applicable
1	2	3	4	5	6

6. Number of children in household

None	One	Two	Three	Four	Five+
------	-----	-----	-------	------	-------

7. Age of children (if applicable)

1 st child ____ yrs	2 nd child ____ yrs	3 rd child ____ yrs	4 th child ____ yrs	5 th child ____ yrs	6 th child ____ yrs
-----------------------------------	-----------------------------------	-----------------------------------	-----------------------------------	-----------------------------------	-----------------------------------

8. Home language

English	Afrikaans	Xhosa	Isizulu	Other (please specify)
1	2	3	4	5

9. Highest qualifications obtained

Lower than Grade 12	Grade 12	Diploma/certificate	Under-graduate degree	Post-graduate degree
1	2	3	4	5

10. Are you intending to study further?

Yes	No	Uncertain
1	2	3

11. Department

HR	Community Services	Corporate Services	Finance	Municipal Manager	Technical Services	Performance management	Audit	Planning and development
1	2	3	4	5	6	7	8	9

12. Length of service within the organisation

Less than a year	1-3 years	4-6 years	7-9 years	10+ years
1	2	3	4	5

13. Length of service in present position

Less than a year	1-2 years	3-4 years	5-6 years	7+ years
1	2	3	4	5

14. Does your current job meet your career expectations?

Not at all	To some extent	Moderately	Entirely
1	2	3	4

15. Would you say that your career development at your current organisation been hindered because of your gender?

Yes	No
1	2

16. If yes, please explain briefly.

17. What kind of job do you currently have?

Generally trained office worker / secretary	<input type="checkbox"/>
Vocationally trained crafts-person, technician, IT-specialist, nurse, artist or equivalent	<input type="checkbox"/>
Academically trained professional or equivalent (but not a manager of people)	<input type="checkbox"/>
Manager of one or more sub-ordinates (non-managers)	<input type="checkbox"/>
Manager of one or more managers	<input type="checkbox"/>
Other (please specify): _____	

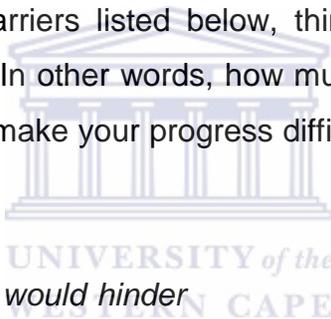


SECTION B

CAREER BARRIERS INVENTORY

A ‘barrier’ is a factor that interferes with progress in your job or career plans. Barriers can be “external”. External barriers are found in the environment- for example, job discrimination. Internal barriers are more psychological in nature – for example, low self- esteem. These barriers may occur regarding your choice of career, or in how you balance your career with other aspects of your life.

For each of the common barriers listed below, think about how much it would hinder your career progress. In other words, how much would this barrier interfere with your career progress or make your progress difficult? Mark your answer, using the following scale.



*Would not
hinder at all*

*would hinder
somewhat*

*would completely
hinder*

1 2 3 4 5 6 7

1.	Unsure of my career goals.	1	2	3	4	5	6	7
2.	Needing to take time off work when children are sick or on school breaks.	1	2	3	4	5	6	7
3.	Experiencing racial discrimination in hiring for a job.	1	2	3	4	5	6	7
4.	Needing to relocate because of my spouse's partner's job.	1	2	3	4	5	6	7
5.	Changing my mind again and again about my	1	2	3	4	5	6	7

	career plans.							
6.	Having a disability which limits my choice of career.	1	2	3	4	5	6	7
7.	Discrimination by employer because I have, or plan to have, children.	1	2	3	4	5	6	7
8.	Unsure of how to “sell myself” to an employer.	1	2	3	4	5	6	7
9.	Becoming bored with my job/career.	1	2	3	4	5	6	7
10.	Being discouraged from pursuing fields which are non-traditional for my sex (e.g., engineering for women, nursing for men).	1	2	3	4	5	6	7
11.	Feeling a conflict between my job and my family (spouse and/or children).	1	2	3	4	5	6	7
12.	Having a boss or supervisor who is biased against people of my racial/ethnic group.	1	2	3	4	5	6	7
13.	Experiencing problems with my health that interfere with my job/career.	1	2	3	4	5	6	7
14.	Unsure of my work-related values.	1	2	3	4	5	6	7
15.	Allowing my spouse’s desire for children to take precedence over my career goals.	1	2	3	4	5	6	7
16.	Difficulty in finding a job due to a tight job market.	1	2	3	4	5	6	7
17.	Feeling pressure to “do it all” – expected to do well as parent, spouse, career person, etc.	1	2	3	4	5	6	7
18.	Not feeling confident about my ability on the job.	1	2	3	4	5	6	7
19.	Not being able to find good day-care services for my children.	1	2	3	4	5	6	7
20.	My spouse/partner doesn’t approve of my choice of job/career.	1	2	3	4	5	6	7
21.	Not feeling confident about myself in general.	1	2	3	4	5	6	7
22.	Not wanting to relocate for my job/career.	1	2	3	4	5	6	7

23.	Feeling guilty about working while my children are young.	1	2	3	4	5	6	7
24.	Experiencing racial harassment on the job.	1	2	3	4	5	6	7
25.	Experiencing discrimination in hiring for a job because I have a disability.	1	2	3	4	5	6	7
26.	Not being paid as much as co-workers of the opposite sex.	1	2	3	4	5	6	7
27.	Being undecided about what job/career I would like.	1	2	3	4	5	6	7
28.	Stress at home (spouse or children) affecting my performance at work.	1	2	3	4	5	6	7
29.	Lacking the required personality traits for my job (e.g. assertiveness).	1	2	3	4	5	6	7
30.	Disappointed in my career progress (e.g. not receiving promotions as often as I would like).	1	2	3	4	5	6	7
31.	Other people's belief that certain careers are not appropriate for people of my sex.	1	2	3	4	5	6	7
32.	Losing interest in my job/career.	1	2	3	4	5	6	7
33.	Difficulty in re-entering job market after taking time off to care for my children.	1	2	3	4	5	6	7
34.	Difficulty in planning my career due to changes in the economy.	1	2	3	4	5	6	7
35.	Lacking the required skills for my job (e.g. communication, leadership, decision-making).	1	2	3	4	5	6	7
36.	Experiencing racial discrimination in promotions in job/career.	1	2	3	4	5	6	7
37.	Difficulty in maintaining the ground gained at my job after having children.	1	2	3	4	5	6	7

*Would not
hinder at all*

*would hinder
somewhat*

*would completely
hinder*

1 2 3 4 5 6 7

38.	Not being sure how to choose a career direction.	1	2	3	4	5	6	7
39.	Unsure of what my career alternatives are.	1	2	3	4	5	6	7
40.	Conflict between marriage/family plans and my career plans.	1	2	3	4	5	6	7
41.	Lack of maturity interferes with my career.	1	2	3	4	5	6	7
42.	Not having a role model or mentor at work.	1	2	3	4	5	6	7
43.	Experiencing sex discrimination in hiring for a job.	1	2	3	4	5	6	7
44.	Not receiving support from my spouse/partner.	1	2	3	4	5	6	7
45.	Having low self-esteem.	1	2	3	4	5	6	7
46.	Discrimination due to my marital status.	1	2	3	4	5	6	7
47.	My parents/family don't approve of my choice of job/career.	1	2	3	4	5	6	7
48.	Having a boss or supervisor who is biased against people of my sex.	1	2	3	4	5	6	7
49.	People of the opposite sex receive promotions more often than people of my sex.	1	2	3	4	5	6	7
50.	No opportunities for advancement in my career.	1	2	3	4	5	6	7
51.	Not being paid as much as co-workers of another racial/ethnic group.	1	2	3	4	5	6	7
52.	My belief that certain careers are not appropriate for me because of my sex.	1	2	3	4	5	6	7
53.	Having children at a "bad time" in my career plans.	1	2	3	4	5	6	7
54.	People of other racial/ethnic groups receive promotions more often than people of my	1	2	3	4	5	6	7

	racial/ethnic group.							
55.	Lacking information about possible jobs/careers.	1	2	3	4	5	6	7
56.	The outlook for future employment in my field is not promising.	1	2	3	4	5	6	7
57.	Being dissatisfied with my job/career.	1	2	3	4	5	6	7
58.	Unable to deal with physical or emotional demands of my family.	1	2	3	4	5	6	7
59.	Unsure of what I want out of life.	1	2	3	4	5	6	7
60.	Having an inflexible work schedule that interferes with my family responsibilities.	1	2	3	4	5	6	7
61.	Unsure of how to advance in my career.	1	2	3	4	5	6	7
62.	Lacking the necessary educational background for the job I want.	1	2	3	4	5	6	7
63.	Experiencing sexual harassment on the job.	1	2	3	4	5	6	7
64.	Fear that people will consider me “unfeminine” or ‘masculine’ because my job/career is non-traditional for my sex.	1	2	3	4	5	6	7
65.	Not knowing the “right people” to get ahead in my career.	1	2	3	4	5	6	7
66.	Lacking the necessary hands-on experience for the job I want.	1	2	3	4	5	6	7
67.	Lack of opportunities for people of my sex in non-traditional fields.	1	2	3	4	5	6	7
68.	No demand for my area of training/education.	1	2	3	4	5	6	7
69.	Stress at work affecting my life at home.	1	2	3	4	5	6	7
70.	My friends don’t approve of my choice of job/career.	1	2	3	4	5	6	7

(The Career Barriers-inventory developed by Prof. Jane L Swanson)

Please check that all the questions were answered.

THE CAREER SALIENCE SCALE

The Career Salience scale is intended to measure the importance of work and career in a person's life.

Please read each question and indicate to what extent you agree with the statement based on the following scale:

1 = Strongly disagree

2 = Disagree

3 = Uncertain

4 = Agree

5 = Strongly agree

1.	I intend to pursue the job of my choice even if it cuts deeply into the time I have for my family.	1	2	3	4	5
2.	It is more important to have some leisure time after work than to have a job in your chosen field, be devoted to it, and be a success at it.	1	2	3	4	5
3.	If you work very hard on your job, you can't enjoy the better things in life.	1	2	3	4	5
4.	Work is one of the few areas in life where you can gain real satisfaction.	1	2	3	4	5
5.	I intend to pursue the job of my choice, even if it limits my personal freedom to enjoy life.	1	2	3	4	5
6.	To me, a job should be viewed primarily as a way of making good money.	1	2	3	4	5
7.	I enjoy thinking about and making plans about my future career.	1	2	3	4	5
8.	It is difficult to find satisfaction in life unless you enjoy your job.	1	2	3	4	5
9.	Work is one of those unnecessary evils.	1	2	3	4	5

10.	Deciding on a career is just about the most important decision a young person makes.	1	2	3	4	5
11.	I don't think too much about what type of a job I'll be in ten years from now.	1	2	3	4	5
12.	I'm ready to make many sacrifices to get ahead in my job.	1	2	3	4	5
13.	I look at a career as a means of expressing myself.	1	2	3	4	5
14.	I would consider myself extremely "career minded"	1	2	3	4	5
15.	I could never be truly happy in life unless I achieve success in my job or career.	1	2	3	4	5
16.	I intend to pursue the job of my choice, even if it allows only very little opportunity to enjoy with my friends.	1	2	3	4	5
17.	I want to be able to pretty much forget my job when I leave work in the evenings.	1	2	3	4	5
18.	I started thinking about jobs and career when I was young.	1	2	3	4	5
19.	I intend to pursue the job of my choice, even if it leaves me little time for my religious activities.	1	2	3	4	5
20.	It is more important to have a job in your chosen field of interest, to be devoted to it, and be a success at it than to have a family that is closely knit and that shares many experiences.	1	2	3	4	5
21.	The whole idea of working and holding a job is kind of distasteful to me.	1	2	3	4	5
22.	Planning for and succeeding in a career is my primary concern.	1	2	3	4	5
23.	I often find myself thinking about whether I will enjoy my chosen field.	1	2	3	4	5
24.	It is more important to be liked by your fellow man, devote your energies for the betterment of man, and be at least some help to someone than to have a job in your	1	2	3	4	5

	chosen field of interest, be devoted to it, and be success at it.					
25.	Planning for a specific career usually is not worth the effort, it doesn't matter too much what you do.	1	2	3	4	5
26.	I would move to another part of the country if I thought it would help advance my chosen career.	1	2	3	4	5
27.	I never really thought about these types of questions very much.	1	2	3	4	5

28. Please rank the following in order of priority in your life.

Assign the number 1 to the highest priority in your life, number 2 to the second highest priority, and so forth.

	Priority
Family	
Career	
Religion	
Leisure time	
Local community activity	
National political activity	

END OF QUESTIONNAIRE

Thank you for your participation in this research study.