



**INVESTIGATING BARRIERS TO CAREER ADVANCEMENT FOR WOMEN IN THE
SOUTH AFRICAN TOURISM SECTOR**

by

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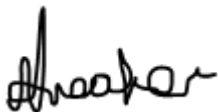
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EXECUTIVE SUMMARY

Introduction

According to the United Nations World Tourism Organisation (UNWTO, 2019), tourism has become one of the most powerful sectors in driving economic growth globally. The tourism sector is extremely important to the South African economy, as evidenced by the National Tourism Sector Strategy (NTSS) and the Tourism Human Resource and Skills Development Strategy (THRDS), which both emphasize the inclusive growth of the tourism sector in South Africa (Department of Tourism, 2017; HSRC, 2016). Women are important drivers of the tourism industry, but still experience a wealth of disparities such as sexism, wage inequalities, gender stereotyping, and being afforded the same opportunities as men. There remains a dearth of literature on the barriers to career advancement experienced by women in the South African tourism sector. Based on the literature review, three main constructs were developed: *leadership of women in tourism*, *motivation of women in tourism*, and *empowerment of women in tourism*. *Barriers to career advancement for women in tourism* are investigated as a categorical construct, as are the relationships between the three main constructs. The current study aims to add to the body of knowledge about women in the South African tourism industry through the research question.

Main Research Question

The following main research question was proposed for the current study based on the problem statement provided in section 1.3.

How do barriers to women's career advancement (family responsibilities, work environment, qualifications, flexible working hours, work from home) affect leadership of women in tourism, motivation of women in tourism, and empowerment of women in tourism?

Literature Review

The *leadership of women in tourism*, *motivation of women in tourism*, and *empowerment of women in tourism* was conceptualised as constructs to include in the theoretical model after a thorough literature review. The women in tourism (WIT) in South Africa (SA) demographic information was examined in relation to gender, age, province of residence, position held in

the tourism sector, sector of employment in the tourism sector, level of education, and work experience.

Research Design (and paradigm)

The current study was carried out during the Coronavirus (COVID-19) pandemic, declared by the World Health Organisation (WHO). The research design was a quantitative study that was exploratory in nature, allowing the opportunity to investigate the barriers to career advancement for women in the SA tourism sector. In a field setting research environment, women who were actively employed in entry-level to higher management positions in the SA tourism industry were used in a statistical study with a cross-sectional survey. The reason for the latter was, because the time dimension descriptor and a statistical study with women who were actively employed in these positions were used as the topical scope. As the researcher had no control over it and was unable to manipulate the variables, the current study was ex post facto research.

Research Method

Women who are currently employed in entry-level to upper management positions across the SA hospitality, business tourism, travel agency, and tour operator sectors served as the primary source of data for this study. Exponential non-discriminative snowball sampling was used for this study. A minimum sample size of 245 respondents was required for the current study. A total of 250 people participated in the current study's sample. To ensure the validity of the results, guidelines from Hair, Hult, Ringle, Sarstedt, Danks, & Ray, (2021) was used to collect 5-10 responses for each questionnaire item (49) Thus, 5 groups equal 245 responses in total. An online survey, (<https://survey.unisa.ac.za/index.php/389115?!>) served as the measurement instrument in a survey-based research methodology. The 7-point Likert scale intensity was used to create all survey questions. Data was collected between 1 April 2021 and 30 September 2021. IBM SPSS V28 was used to analyse the data and was done in two phases. Phase 1 discussed the screening questions and demographic information. Phase 2 discussed the univariate statistics used to evaluate the descriptive statistics from this study to determine the data's suitability for further analysis. In addition, Phase 2 discussed the multivariate and bivariate analysis used to answer the research question. An EFA, Pearson Correlation Coefficient, Spearman correlation,

Kolmogorov-Smirnov statistic (KMO-MSA), Bartlett's test of specificity, Mann-Whitney U, and Wilcoxon W were used in the data analysis.

Research Design (and paradigm)

The current study was carried out during the Coronavirus (COVID-19) pandemic, declared by the World Health Organisation (WHO). The research design was a quantitative study that was exploratory in nature, allowing the opportunity to investigate the *barriers to career advancement for women* in the SA tourism sector. In a field setting research environment, women who were actively employed in entry-level to higher management positions in the SA tourism industry were used in a statistical study with a cross-sectional survey. The reason for the latter was, that the time dimension descriptor and a statistical study with women who were actively employed in these positions were used as the topical scope. As the researcher had no control over the variables and was unable to manipulate these, variables, the current study was *ex post facto* research. To support the research epistemology, the researcher used a feminist, constructivist research approach.

Research Method

Women employed in entry-level to upper management positions across the SA hospitality, business tourism, travel agency, and tour operator sectors served as the primary source of data for this study in 2021. Exponential non-discriminative snowball sampling was used for this study. A minimum sample size of 245 respondents was required for the current study and a total of 250 people participated in the study. To ensure the validity of the results, guidelines from Hair et al. (2021) were used as a basis, to collect 5–10 responses for each questionnaire item. An online survey, (<https://survey.unisa.ac.za/index.php/389115?l>) served as the measurement instrument in a survey-based research methodology. The 7-point Likert scale intensity was used to create all survey questions. Data were collected between 1 April 2021 and 30 September 2021. IBM SPSS V28 was used to analyse the data and was done in two phases. Phase 1 included a discussion of the screening questions and demographic information and in Phase 2, univariate statistics were used to evaluate the descriptive statistics from this study to determine the data's suitability for further analysis. In addition, a discussion on the multivariate and bivariate analysis used to answer the research question, comprised Phase 2. A Principle Component analysis (PCA) with VARIMAX was used to perform the EFA. A Pearson Correlation Coefficient, Spearman

rho correlation, Kolmogorov-Smirnov statistic (KMO-MSA), Bartlett's test of specificity, Mann-Whitney U, and Wilcoxon W were also used in the data analysis.

Results and Discussion

The findings from the Phase 1 univariate analysis of the presentation of research results focused on the frequency of screening questions, market segmentation variables, and barriers to career advancement for WiT. In Phase 2 of the results reporting process, the findings of the univariate, bivariate, and multivariate data analyses were presented.

A Pearson Correlation and Spearman rho Coefficient was used to test the strength of the relationship between the items within each construct to test H_1 , H_2 , and H_3 . The variables were divided into a set of smaller combinations using PCA with VARIMAX rotations, utilising all of the variances in the construct. An EFA was performed within the PCA, which included Bartlett's test of sphericity and the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy, two additional statistical measures produced by IBM SPSS V28 in evaluating the factorability of the data.

A bivariate analysis was done to find the correlation between the nine newly created latent variables. The bivariate analysis included the Spearman rho and Pearson product-moment correlation. This was used to establish the relationships between the nine newly created latent variables. The analysis's findings revealed a medium to large relationship between the latent variables for the *Leadership of WiT (Power, Mentorship, and Disparities in the workplace)* and the *Motivation of WiT constructs (Engagement, Extrinsic Motivation, and Productivity)* (H_4), a medium to large relationship between the latent variables for the *Leadership of WIT (Power, Mentorship and Disparities in the Workplace)* and the *Empowerment of WiT constructs (Entrepreneurial Skill, Competence and Autonomy)* (H_5), and the latent variables for *Motivation of WiT Engagement, Extrinsic Motivation, and Productivity)* had a medium relationship between the latent variables of *Empowerment of WiT (Entrepreneurial Skil, Competence and Autonomy)* (H_6). As a result, all relationships were only partially supported.

Non-parametric analysis The Mann-Whitney U test was used to investigate the nine new latent variables' on the barriers to career advancement (H_7). The Mann-Whitney U test revealed significant mean rank differences in *Mentorship, Power, Workplace Disparities in*

the Workplace, Productivity, Competence, and Autonomy between those who believe family responsibility makes women a liability and those who do not. There were no significant mean rank differences between those who believe HR policies support the recruitment and selection of older women and those who do not. According to the findings of the current study, respondents believed that HR does not support the selection of older women. There were no significant mean rank differences in any of the dimensions between those who believed their educational background provided them with the knowledge they needed to become a woman in tourism and those who did not. The Mann-Whitney U test found significant (marginal) mean rank differences in Mentorship between those who believed that flexible working hours are important and those who did not, but no significant mean rank differences in *Power, Disparities in the Workplace, Engagement, Extrinsic motivation, Productivity, Entrepreneurial Skill, Competence, or Autonomy*. There were no significant mean rank differences between those who believed working from home was important and those who do not. According to the findings of the current study, women in tourism support flexible working hours and the ability to work from home.

Limitations

The data for the current study was collected at the height of the COVID-19 Pandemic in 2021 when many women faced uncertainty in their tourism careers. The chairpersons of the WiT provincial chapters were hesitant to distribute questionnaires to the members of the chapters. This could explain why responses were not evenly distributed across SA's nine provinces. The findings should be interpreted with caution and cannot be generalised as the data was collected during a specific time period from a specific sample.

Future Research

Future studies could use a mixed-method research design to allow respondents to provide both quantitative and qualitative feedback. Investigating whether older women experience more employment barriers than younger women is necessary. Primary data from WiT in SA's nine provinces were gathered for this study using a cross-sectional survey (see Section 5.3.1.2.2). The results of future studies should be generalised to the population of a particular SA province by using a cross-sectional survey for each province. Additionally, it makes it possible to compare outcomes across provinces. Future research might compare the challenges older and younger WiT face in ascending the career ladder. Future research

should consider choosing participants who use pronouns like "she" or "her," as this is a sign of gender studies.

Conclusion

This study contributes by lessening the dearth of research exploring the relationship of barriers to career advancement of WiT on the relationship between the newly established latent variables in the contents of the SA tourism sector. Understanding the causes of this limited application of feminist theories in the tourism sector is a significant subject in the analysis of the development of this field of knowledge. This makes a methodological contribution as this relationship has not been investigated using correlation. The practical contributions of the study are discussed in the context of the study's results for HR managers in the tourism sector, tourism policymakers, government tourism departments, and tourism associations such as SATSA, TBCSA, and WiT provincial chapters. The results confirm the achievement of this study's main research objective, which was to determine whether *barriers to career advancement of women, (family responsibilities, work environment, qualifications, flexible working hours, work from home)* have a significant effect on *Leadership of women in tourism, Motivation of women in tourism* and the *Empowerment of women in tourism*.

GLOSSARY OF TERMS/LIST OF ABBREVIATIONS

CATHSSETA	-	Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority
COVID-19	-	Coronavirus Disease of 2019
CEO	-	Chief Executive Officer
DMO	-	Destination Management Organisation
EFA	-	Exploratory Factor Analysis
FDI	-	Foreign Direct Investment
HR	-	Human Resources
NDP	-	National Development Plan
NTSS	-	National Tourism Sector Strategy
IPAP	-	Industrial Action Policy Plan
NDP	-	National Development Plan
NGP	-	National Growth Plan
HSRC	-	Human Science Research Council
OECD	-	Organisation for Economic Cooperation and Development
SA	-	South Africa
SATSA	-	Southern African Tourism Services Association
STATSA	-	Statistics South Africa
TBCSA	-	Tourism Business Council of South Africa
TSA	-	Tourism Satellite Account
TSHRD	-	Tourism Sector Human Resources Development
UNISA	-	University of South Africa
WTTC	-	World Travel and Tourism Council
UNWTO	-	United Nations World Tourism Organisation
WC	-	Western Cape
WiT	-	Women in Tourism

ABSTRACT

Gender inequalities persist across all economic sectors, and women do not have the same economic opportunities as men. According to the World Bank, the tourism sector offers significant opportunities for women's empowerment by allowing them to advance to positions of leadership and entrepreneurship. The study aimed to determine whether *barriers to career advancement of women (family responsibilities, work environment, qualifications, flexible working hours, work from home)* differ significantly from the latent variables of *leadership of WIT, motivation of WIT, and empowerment of WIT*. The study was quantitative and descriptive, allowing researchers to assess the impact of leadership of WIT, motivation of WIT, and empowerment of WIT on women's career advancement in the SA tourism sector. Non-discriminative snowball sampling was used to collect the primary data (n = 250), and the questionnaire was distributed online via email and social media platforms as indicated in the findings of this study. Results confirm that *barriers to career advancement of women* have a significant effect on the latent variables of *Leadership of WIT, Motivation of WIT* and the *Empowerment of WIT*. This study aimed to fill a knowledge gap concerning women in the tourism sector in SA and to add to the growing international conversation on the barriers to career advancement for women in the tourism sector.

Keywords: Women in tourism, Leadership, Empowerment, Motivation, Barriers to career advancement, South Africa

OPSOMMING

Geslagsongelykheid duur volhardend voort oor alle ekonomiese sektore heen en vroue kry nie dieselfde ekonomiese geleentheid as mans nie. Volgens die Wêreldbank bied die toerismesektor aansienlike geleentheid vir die bemagtiging van vroue deur hulle toe te laat om tot leierskap- en ondernemerskapposisies te vorder. Die doelwit van hierdie studie was om te bepaal of die belemmering tot vroue se beroepsbevordering (*gesinsverantwoordelikhede, werksomgewing, kwalifikasies, insiklike werksure, van die huis af werk*) op 'n beduidende wyse van die latente veranderlikes van *leierskap van VIT (vroue in toerisme), motivering van VIT* en *bemagtiging van VIT* verskil. Die studie was kwantitatief en beskrywend van aard en het navorsers in staat gestel om die impak van leierskap van VIT, motivering van VIT en die bemagtiging van VIT op die vordering van vroue in hul beroepe in die SA-toerismesektor te evalueer. Nie-diskriminerende sneeubalsteekproefneming is gebruik om die primêre data (n = 250) te versamel. Soos in die bevindinge van die studie aangedui, is die vraelys aanlyn per e-pos sowel as deur middel van sosiale media platforms versprei. Die bevindinge het bevestig dat die belemmering tot beroepsbevordering van vroue 'n beduidende effek het op die latente veranderlikes van *leierskap van VIT, motivering van VIT* en die *bemagtiging van VIT*. Hierdie studie het ten doel gehad om die kennisgaping aangaande vroue in die toerismesektor in Suid-Afrika te vul sowel as om 'n bydrae tot die groeiende internasionale gesprek oor die belemmering tot beroepsbevordering vir vroue in die toerismesektor te lewer.

Sleutelwoorde: Vroue in toerisme, leierskap, bemagtiging, motivering, belemmering tot beroepsbevordering, Suid-Afrika

ISISHWANKATHELO

Ukungalingani ngokwesini kukhona kuwo onke amacandelo ezoqoqosho, kwaye abafazi abafumani amathuba afana nawamadoda kwezoqoqosho. Ngokokutsho kweBhanki Yehlabathi, iWorld Bank, icandelo lezokhenketho linika amathuba amahle kakhulu ekomelezeni abafazi ngokubavumela ukuba banyukele kwizikhundla zobunkokheli nokuba ngoosomashishini abaqalayo. Esi sifundo sijolise ekufumaniseni ukuba ingaba *imiqobo yokunyukela ngentla kubafazi (uxanduva lwekhaya, iimeko zasemsebenzini, imfundo, iiyure zokuphangela ezivumela iimeko ngeemeko, ukusebenzela ekhaya)* yahluke kakhulu na kwiimpawu zobunkokheli ezimayana ezifana *nobunkokheli kubafazi abakukhenketho (iWIT), ukukhuthazeka kweWIT, ukunikwa amagunya kwiWIT*. Esi sifundo salandela indlela yophando ngokobuninzi bamanani nokucacisa, apho kwavunyelwa ukuba abaphandi bavavanye ifuthe lobunkokheli beWIT, ukukhuthazeka kweWIT, kunye nokunikwa amagunya kweWIT ekunyukeleni ngentla kwabafazi emisebenzini yecandelo lezokheketho eMzantsi Afrika. Kwasetyenziswa uhlobo lokusampula apho isampulu ekhethwe kuqala ikhetha abanye abathathi nxaxheba ngokwayo ekuqokeleleni idatha yokuqala ($n = 250$), kwaphinda kwahanjiswa uluhlu lwemibuzo ngeeimeyile nakumaqonga onxibelelwano njengoko kwaboniswa kokufunyaniswe kolu phando. Iziphumo zangqinisisa ukuba *imiqobo ekunyukeleni ngentla kwabafazi emisebenzini* inefuthe elinamandla kwiimpawu ezimayana ezifana *nobunkokheli beWIT, ukukhuthazeka kweWIT, kunye nokunikwa amagunya kweWIT*. Esi sifundo sasijolise ekuvaleni isikhewu kulwazi olumalunga nabafazi abakwicandelo lezokhenketho eMzantsi Afrika. Enye injongo yayikukongeza kwincoko ekhulayo kwihlabathi jikelele malunga nemiqobo esendleleni yokunyukela ngentla kwabafazi kwicandelo lezokhenketho.

Amagama aphambili: Abafazi kukhenketho, Ubunkokheli, Ukunikwa amagunya, Ukukhuthazeka, Imiqobo esendleleni yokunyukela ngentla emsebenzini, uMzantsi Afrika

KEY TERMS

See Appendix 1

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CHAPTER 1

BACKGROUND, PROBLEM STATEMENT AND OBJECTIVES OF THE STUDY

1.1 INTRODUCTION

The aim of the study is to determine whether *barriers to career advancement of women, (family responsibilities, work environment, qualifications, flexible working hours, work from home)* significantly differ from the latent variables from, *leadership of women in tourism, motivation of women in tourism and empowerment of women in tourism.*

The chapter includes a background to the study and a problem statement that identifies the constructs under investigation. A preliminary literature review is provided which mentions the proposed constructs for the study and includes a research framework to depict the relationships between the proposed constructs. This is followed by the research objectives and research questions which were developed from the problem statement. The motivation and proposed contribution of the study are mentioned along with an outline of the remaining chapters and lastly, the synthesis of the chapter is provided.

In the following section the background of tourism is discussed to provide a context for the study. According to the World Travel and Tourism Council (WTTC), female employment plays a role in reducing poverty, sustaining economic growth, and supporting women's empowerment and independence (WTTC, 2019). The tourism sector is of great significance to the SA economy, and both the National Tourism Sector Strategy (NTSS) and the Tourism Human Resource and Skills Development Strategy (THRDS) highlight the inclusive growth of the tourism sector in SA (Department of Tourism, 2017; HSRC, 2016). The recent proposed economic policy drafted by National Treasury (2019) dedicated a section to tourism which highlighted the sector's potential to grow the SA economy; recommendations are also made as to how the sector can be improved to be more inclusive and transformative. SA is ranked second in the world after Russia as the largest employer of women in the tourism sector (WTTC, 2019).

Women remain largely underrepresented in leadership roles in most industries and the tourism sector is no different. According to Datta (2018), women's participation in the workforce has stagnated globally over the last two decades, and women still earn less than men. Researchers have concluded that women face many barriers such as wage inequality, gender stereotyping, and sexism, and are often not afforded the same opportunities as men (Basurto-Barcia & Ricaurte-Quijano, 2017; Remington & Kitterlin-Lynch, 2018).

As stated earlier, the overall purpose of this study is to investigate the barriers to career advancement for women in the SA tourism sector. This is done by establishing the barriers to career advancement, investigating the roles of mentorship and development programmes on leadership, the impact of motivation, and the role of empowerment.

1.2 BACKGROUND TO THE PROBLEM

In countries such as India, China, and Japan the tourism sector outperforms most other economic sectors, and SA is no different (Anon, 2019). The SA government has recognised the immense impact the tourism sector had on the economy. This is evident in the sector's inclusion as a priority sector in most of the government strategic plans, such as the Industrial Action Plan (IPAP, 2007), the New Growth Path (NGP, 2010), and the National Development Plan (NDP, 2013,2017). The National Development Plan (NDP) serves as the SA government's national strategic plan to achieve its economic goals. Tourism has been acknowledged as being a highly labour-intensive sector that could assist in the development of small businesses and stimulate much needed foreign direct investment (FDI) and export income (Department of Tourism, 2017; HSRC, 2016).

The unemployment statistics report for the 2nd quarter of 2022 stated that the unemployment rate is at 33.9%, with youth between 15-24 years old being the most vulnerable (STATSA, 2019a). STATSA (2019a) reports that every 4 in 10 employed in the tourism sector are women and they are mostly employed in the food and beverage, accommodation, retail trade, and recreational service sectors (STATSA, 2019b). However, it was noted in 2020 that the tourism industry employed up to 70% of women, with the COVID-19 pandemic severely impacting the sector's female workforce (Mackenzie, 2020). With reference to social security

and gender inequality in SA, Plagerson, Hochfield and Stuart (2019) claim that more women than men experience poverty; women represent a growing proportion of the labour force and yet, on average, receive lower wages in more insecure environments than men. Women bear the greatest personal cost of care and carry a disproportionate share of the responsibilities in the domestic sphere compared to men (Plagerson et al., 2019). Plagerson et al., (2019) claim that the lack of social transformation is largely due to ineptitudes in implementation, lack of private/public sector collaborations, and unresponsive institutions.

The World Bank states that the tourism sector offers more opportunities for empowerment than any other sector, providing women with an opportunity to advance in the sector in roles of leadership and entrepreneurship (Twining-Ward & Zhou, 2017). Atef and Balushi (2015); Basurto-Barcia and Ricaurte-Quijano (2017), Segovia-Pérez, Laguna-Sánchez and de la Fuente-Cabrero, (2019) agree that women experience several barriers to employment. These authors highlight the importance and benefits of women in leadership positions. The United Nations World Tourism Organisation (UNWTO) highlights the importance of gender equality and the empowerment of women, and it has become one of the central tenets for the sustainable development of tourism. It is of note that these sentiments were reiterated during the commemoration of World Tourism Day 2019 (Boley, Ayscue, Maruyama & Woosnam, 2017; UNWTO, 2019).

According to Mayer, Surtee, and Mahadevan (2018) in SA, gender and race play an immense role in creating a sense of self in the work environment. It is acknowledged that in post-apartheid SA gender equality has been highlighted and women have entered mainstream management and leadership positions, yet white, heterosexual males remain the stereotypical epitome of management in both theory and practice (Mayer et al., 2018). According to Guvuriro and Booysen (2019), the feminisation of the SA workforce in the mid 1990s has been the main cause of increased unemployment rates of women and wage disparity, while in decline, remains a challenge. In all economic sectors, women remain overrepresented in low-income jobs which are less secure, but the idea of earning a wage is seen as a pathway to empowerment and a method to address gender equality (Guvuriro & Booysen, 2019).

While literature suggests that the awareness of the lack of opportunities for women in higher or leadership job roles exists, some governments also understand the need for increased employment opportunities through the SA tourism sector. The NTSS adopted the concept of promoting decent employment for youth and women as a strategic objective, and to grow direct jobs in tourism to 1 million by 2026 (Department of Tourism, 2017). Various authoritative sources such as Laba and Geldenhuys (2018), Carbajal (2018), Sanchez and Lehnert (2019) have highlighted and discussed the importance of increasing job roles for women and reducing the gap between males and females in leadership positions.

To provide context for the research problem, barriers to career advancement for women in tourism, leadership related to women in tourism, motivation of women in tourism, empowerment of women in tourism, and characteristics of women in tourism are discussed.

1.2.1 Barriers to career advancement for Women in tourism

A barrier to career advancement has been described as an obstacle in the career choice and career growth for women. Adhikary (2016:19) agrees and cites the early definition of barriers to career advancement by Maskell-Prez and Hopkins (1997) as ‘... a factor, event or phenomenon that prevents or controls access to individuals from making progress, and it may be tangible or intangible, actual or perceived by the recipient’. Researchers agree that barriers or obstacles do exist for women in almost most industries. These barriers can exist internally, where women impose self-barriers such as a lack of confidence or low motivation, or lack of qualifications due to access to education, and women often face the issue of family responsibility (Basurto-Barcia & Ricaurte-Quijano, 2017; Islam, 2015; Moswete & Lacey, 2016; Slifka, 2017). External barriers are said to exist overtly and covertly, and these may include factors such as discrimination in terms of employment entry, wage disparities, lack of mentors, and lack of support for females in leadership positions (Basurto-Barcia & Ricaurte-Quijano, 2017; Remington & Kitterlin-Lynch, 2018). A women’s career is often in conflict with her family responsibility, and they often turn to entrepreneurship as a means to have more flexibility in work hours or an opportunity to work from home (Laba & Geldenhuys 2018; Kumara, 2017). While there is literature on the barriers to career advancement of women,

there is a lack of discourse in the context of the SA tourism sector; thus, this study aims to add to the body of knowledge.

1.2.2 Leadership related to Women in tourism

Leadership has been defined from various perspectives such as psychology, management, and human resources. Ward (2019:1) has a simple definition of leadership, "... it is the art of motivating a group of people to act towards achieving a common goal". A leader is said to be someone who is charismatic and can inspire individuals (Ward, 2019). In the past, discourse on leadership has always been from a male perspective and this was largely due to a lack of female leaders (Adhikary, 2016; Samo, Qazi, & Buriro, 2018). In recent times there has been an increase in the number of females in leadership positions; however, research shows that women are still underrepresented in top management positions (Danjtie, 2019; Twining-Ward & Zhou, 2017).

Researchers have found that women do not lack leadership skills, but, rather, do not fit the gender stereotype of a leader (Carbajal, 2018). Women tend to shy away from leadership roles because they believe they do not have the ability and qualities of a good leader (Angelovska, 2019; Sanchez and Lehnert, 2019). Also, men have far better networking access than women, and research has shown that networking and mentors have a great impact on the career trajectory of an individual (Carbajal 2018; Sanchez & Lehnert, 2019). The implementation of leadership development programmes is a means of fostering women in leadership, which allows women access to training, mentors, and networking opportunities (Frkal, 2018). The current study examines the leadership of women in the SA tourism context and add to the current dearth of literature which exists on the SA WiT.

1.2.3 Motivation of women in tourism

Motivation is the internal compulsion to want to achieve a particular objective or to attain a certain goal (Glisovic, Jerotijević & Jerotijević, 2019; Jenni, 2017). Motivation is personal and can be intrinsic as it relates to self-interest and personal enjoyment; it can also be considered extrinsic, which relates to receiving rewards (financial) in recognition for completing tasks (Filimonov, 2017; Jenni, 2017; Stefko, Bacik, Fedorko, Gavurovo, Horvath & Propper, 2018).

Individuals who are motivated, are said to be more creative and innovative and are more likely to be engaged employees (Amah, 2018). The latter is more efficient, and this increases productivity and profits for an organisation (Fiaz, Su, Ikram & Saqib, 2017). Individuals are not motivated in the same way, as younger people are more motivated in their careers as opposed to older people, who are more family orientated (Black, Enslin & Hall-Baker, 2015). Women are often not motivated to pursue positions in leadership due to family responsibilities, but it is proposed that organisations can overcome this by implementing leadership development programmes (Frkal, 2018; Stefko et al., 2018). While there is literature on women's motivation in social and gender studies, there is a lack of discourse in the context of the SA tourism sector; thus, this study aims to add to the body of knowledge.

1.2.4 Empowerment of women in tourism

“Empowerment refers to the expansion in the capacity to make strategic and meaningful choices by those who have previously been denied this capacity but in ways that do not reproduce, and may actively challenge, the structures of inequality in their society” (Kabeer, 2016:653). It can be interpreted from a personal, business, and psychological perspective (Boley et al., 2017), and is regarded as a powerful tool that can be used by women to address the many gender imbalances, such as wage inequalities and lack of women leaders (Vujko, Tretiakova, Petrović, Radovanović, Gajić, Vuković (2019), amongst others. Moswete and Lacy (2016) imply that the empowerment of women should be a process rather than an outcome. It can take many forms such as entrepreneurship, as well as organisational and governmental initiatives, for example, the increased employment of women. Education plays a vital role in the empowerment of women and women as it creates a greater sense of autonomy (Raghunandan, 2018). The empowerment of women has been the subject of numerous studies in the fields of gender studies and business management, such as those covered in this and other chapters, but limited research has been done in the context of SA tourism. Therefore, this study aims to address a void in literature in the SA context and aims to contribute to the discourse on the WiT sector.

1.2.5 Characteristics of women in tourism

The application of a gender approach to tourism evaluation has revealed significant differences between men and women on a wide range of issues e.g., employment, entrepreneurship, and demand (Figueroa-Domecq & Segovia-Pérez, 2020). According to Koc (2020), in the tourism and hospitality settings, situations created by service variability and heterogeneity, can be better managed and adjusted by women. Women, on average, are more sensitive to environmental cues and distinguishing factors than men (Meyers-Levy & Loken, 2015). Research also demonstrates that women are more patient and conscientious than men, which supports the idea that they can ensure reliability in service environments (Meyers-Levy & Loken, 2015). WiT are also seen as having a high moral standing and are more ethical than men (Meyers-Levy & Loken, 2015). In terms of effective communication, community building, collaboration, and collaborative leadership, females outperform males (Srinivasan, 2015). Koc (2020) argues that even though women possess the qualities mentioned, their employment in the tourism and hospitality industries is still vertically and horizontally segregated, and they typically find work in low-paying, subordinate positions. Women in tourism and hospitality are frequently denied access to mentoring opportunities (due to their lack of perceived career potential), and they face sexual harassment and exploitation, stereotyping, and promotion and salary discrimination (Figueroa-Domecq & Segovia-Pérez, 2020; Koc, 2020).

Although tourism as a research field has developed concurrently with feminist and gender studies, these disciplines rarely intersect or cross over in a sustained or significant way, despite gender studies in this industry being increasingly relevant (Figueroa-Domecq & Segovia-Pérez, 2020). This study aims to add to the dearth of discourse on the study of women in the SA tourism sector.

1.3 PROBLEM STATEMENT

The revised 2017 NTSS and the THRDS, (2017) adopted the concept of promoting decent employment for youth and women as a strategic objective, to address employment deficits and gender disparity in the tourism sector in SA.

After twenty-nine years of democracy (1999), SA women still strive for equality and gender and a pay gap remains a major social injustice (Dantjie, 2019:1). According to a report by Price, Waters, and Cooper (PWC) SA women were paid less than their male counterpart in most industries (De Villiers, 2019). Carvalho, Costa, Lykke, and Torres (2018) confirm that the tourism sector is a female dominated industry; however, the sector remains highly gendered with very few women in leadership or senior management positions. According to Moswete and Lacey (2016), although women are not a minority, women are considered disadvantaged in less developed countries; they are undereducated and lack vocational training. In SA fewer women are occupying complex professional (specialised and management) positions in almost all sectors (Dantjie, 2019). In addition, Moswete and Lacy (2016) claim that limited research has been done on the relationship between the empowerment of women, poverty reduction, and tourism in Southern Africa.

A research gap exists with reference to barriers to career advancement, and the impact mentors and leadership development programmes have on the trajectory to leadership roles for women in tourism (Carbajal 2018; Sanchez & Lehnert 2019). Research gaps also include the examination of the motivation of women who pursue leadership roles and the role entrepreneurship, competence and autonomy have on the empowerment of women in the South African tourism sector (Buller, 2017; Jena, 2018; Jenni, 2017). The examination of these constructs provides valuable insights to tourism organisations. and policy makers in identifying trends and opportunities for future job creation strategies. Furthermore, the constructs aim to assist in addressing the issue of equal opportunity for women and youth as highlighted by the NTSS and TSHRD.

Figure 1.1 illustrates how barriers to career advancement of WiT in the SA tourism sector are investigated in this study.

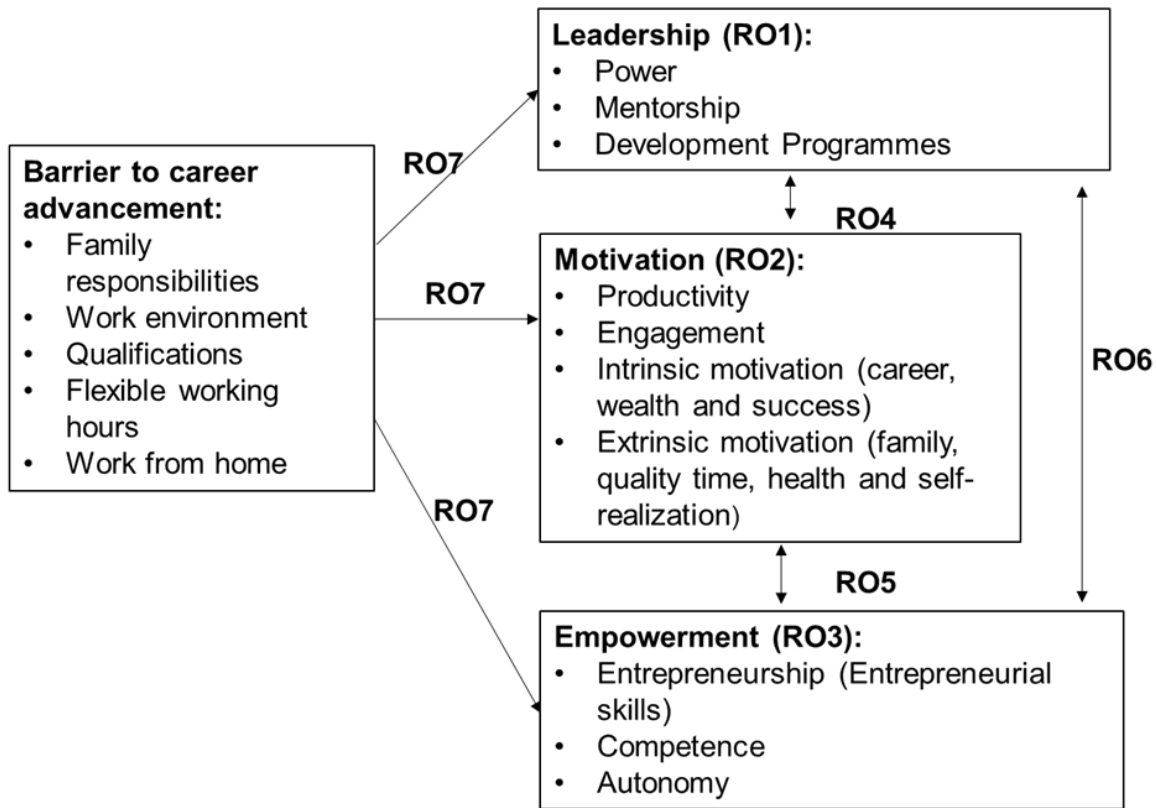


Figure 1.1 Research framework.

Source: Adapted from Amah, 2018; Atef & Balushi, 2015; Basurto-Barcia & Ricaurte-Quijano, 2017; Buller, 2017; Carbajal, 2018; Datta, 2018; Frkal, 2018; Fuller & Hirsh, 2018; Jenni, 2017; Jonic, 2018; Karazi-Presler, 2017; Kumara, 2017; Laba; & Geldenhuys 2018; Leonard, 2017; Margol, 2015; Mazzucchelli, 2017; Perkov, Primorac & Perkov, 2016; Raghunandan, 2018; Remington & Kitterlin-Lynch, 2018; Sanchez and Lehnert, 2019; Slifka, 2017; Vatan & Temel, 2016.

It is evident in Figure 1.1 that leadership motivation and empowerment is used to investigate the barriers to career advancement of WiT in the SA tourism sector.

Miles (2017) and Müller-Bloch and Kranz (2015) both state that when designing a study, there are some research gaps to consider. This study is particularly interested in the theoretical and empirical gaps. As existing models from previous research did not support the purpose of the study, three research constructs (*leadership of WiT, motivation of WiT, and empowerment of WiT*) as well as the categorical construct *barriers to career advancement of WiT* were

designed. The literature was used to inform the three newly designed constructs, however, the validity and reliability of each construct had to be empirically verified. The use of the empirical gap to validate the construct's validity and reliability is consistent with previous theory-based studies in leadership (Ferreira, 2014) and business tourism (Swart & Roodt, 2020). Hair et al., (2018) argue that content validity is important in the development of a new scale and can be assessed empirically and through expert opinions (qualitative). As seen against the background of several studies (Buller, 2017; Jonic, 2018; Karazi-Presler, 2017; Raghunandan, 2018; Sanchez & Lehnert, 2019; Vatan & Temel, 2016), the following main research question is proposed for the present study:

How do barriers to women's career advancement (family responsibilities, work environment, qualifications, flexible working hours, work from home) affect leadership of women in tourism, motivation of women in tourism, and empowerment of women in tourism?

The main research objective of the present study is:

To determine whether barriers to career advancement of women, (family responsibilities, work environment, qualifications, flexible working hours, work from home) has a significant effect on leadership of women in tourism, motivation of women in tourism, and the empowerment of women in tourism.

1.4 RESEARCH OBJECTIVES AND RESEARCH QUESTIONS

1.4.1 Research objectives

The research objectives (ROs) are based on the abovementioned main ROs.

RO₁: Whether power, mentorship, and development programmes are dimensions of leadership of women in the South African tourism sector and can be reliably and validly measured.

RO₂: Whether productivity, engagement, intrinsic motivation and extrinsic motivation are dimensions of motivation of women in the South African tourism sector and can be reliably and validly measured.

RO₃: Whether entrepreneurship, competence and autonomy are dimensions of empowerment of women in the South African tourism sector and can be reliably and validly measured.

RO₄: To assess the nature and statistical interrelationships between the latent variables from the *leadership of women in tourism* construct and latent variables from the *motivation of women in tourism* construct.

RO₅: To assess the nature and statistical interrelationships between the latent variables from the *motivation of women in tourism* construct and the latent variables from the *empowerment of women in tourism* construct.

RO₆: To assess the nature and statistical interrelationships between the latent variables from the *leadership of women in tourism* construct and the latent variables from the *empowerment of women in tourism* construct.

RO₇: To empirically assess whether barriers to career advancement (family responsibilities, work environment, qualifications, flexible working hours, work from home) differ significantly regarding the latent constructs from the *leadership of women in tourism*, *motivation of women in tourism* and the *empowerment of women in tourism* constructs.

1.4.2 Research Question

The research questions (RQs) are based on the abovementioned main RQ:

RQ₁: Are power, mentorship and development programmes dimensions of leadership of women in the South African tourism sector, and can this construct be reliably and validly measured?

RQ₂: Are productivity, engagement, intrinsic motivation and extrinsic motivation dimensions of motivation of women in the South African tourism sector, and can this construct be reliably and validly measured?

RQ₃: Are entrepreneurship, competence and autonomy are dimensions of empowerment of women in the South African tourism sector, and can this construct be reliably and validly measured?

RQ₄: Is there a relationship between the latent variables from the *leadership of women in tourism* construct and the latent variables from the *motivation of women in tourism* construct?

RQ₅: Is there a relationship between the latent variables from the *leadership of women in tourism* construct and the latent variables from the *empowerment of women in tourism* construct?

RQ₆: Is there a relationship between the latent variables from the *motivation of women in tourism* constructs and the latent variables from the *Empowerment of women in tourism* construct?

RQ₇: Can barriers to career advancement (family responsibilities, work environment, qualifications, flexible working hours, work from home) differ significantly regarding the latent constructs from the *leadership of women in tourism*, *motivation of women in tourism* and the *empowerment of women in tourism* constructs?

The motivation for the current study is discussed hereunder. A literature review pertaining to the formulated research objectives is included in the motivation for the research.

1.5 MOTIVATION FOR THE RESEARCH

South Africa is a thriving tourism hub for both leisure and business tourism (Booyens & Rogerson, 2017). Limited research on the role of the empowerment of women is available in

the SA sector (Booyens & Rogerson, 2017). This proposed study aims to address this limitation by investigating the women in the SA tourism sector as highlighted in section 1.1.

Leadership discourse in the fields of education and business studies is frequently described from a masculine perspective, owing to a lack of women in leadership roles, and this is also prevalent in the tourism sector (Samo et al., 2018; Segovia et al., 2019). Understanding how power shapes leadership roles, mentorship, and woman's leadership development programmes allows the tourism authorities in the SA tourism sector to plan initiatives and programmes, to foster women in leadership roles in the sector.

Motivation is said to be a key ingredient to being successful in many spheres of life, including one's career (Carbajal, 2018). The researcher aims to uncover how motivation can assist in the pursuit of leadership roles for women in the tourism sector.

Empowerment of women is an instrumental means, which can be used to address the many gender disparities such as wage inequalities and lack of women leaders (Vujko et al.,(2019). Empirical studies have not addressed the role that entrepreneurship, competence, and autonomy have on empowerment of women in the SA tourism sector.

Globally gender inequalities still exist in all economic sectors and women do not share the same economic opportunities as men do (Danjtje, 2019; Twining-Ward & Zhou, 2017). Literature proves that barriers to career advancement for women are a reality in almost every industry (Atef & Balushi, 2015; Laba & Geldenhuys 2018). Investigating what the barriers are for the women in the SA tourism sector can provide much needed understanding and provide solutions to mitigate those barriers for the tourism sector in SA.

The examination of these constructs as highlighted in the research problem provides much needed discourse to tourism organisations and policy makers. This assists in identifying trends and future opportunities for job creation strategies, and in assisting in addressing the issue of equal opportunity for women and youth, as highlighted by the NTSS and TSHRD.

Next, the proposed contribution of this study is discussed.

1.6 PROPOSED CONTRIBUTION TO THE STUDY

The proposed contribution of the study can be divided into (1) theoretical contribution, (2) methodological contribution, and (3) practical contribution.

1.6.1 Theoretical Contribution

Literature available on the barriers to career advancement, leadership, and motivation has largely been focused from a Human Resource, Business Management, and gender studies perspective. According to Remington and Kitterlin-Lynch (2018), studies undertaken have not addressed why women experience barriers in their career advancement or methods to mitigate those barriers, more specifically in tourism. It is anticipated that the proposed study may fill a gap in the body of knowledge available in the SA tourism context and may add to the growing global discourse about equal opportunity and equal pay for women, amongst others. The study provides insight into the relationship that barriers to career advancement, leadership, and motivation can have on the empowerment of women. In addition, the study provides improved conceptual definitions of the original variables.

1.6.2 Methodological Contribution

The main methodological contribution is the use of exponential snowball sampling, which has the potential to recruit untapped populations (Maree, 2016). The chosen methodology uses a developed theoretical framework that assists in the investigation of the *barriers to career advancement of WiT, leadership of WiT, motivation of WIT*, and how it can enable the *empowerment of WiT* in SA. To support the research epistemology, the researcher used a feminist constructivist research approach. A PCA with EFA, Pearson, and Spearman rho correlations, as well as Spearman rho and Mann Whitney U tests, was determined to be an appropriate statistical approach for extracting components of the 3 constructs (*leadership of WiT, motivation of WIT, and empowerment of WIT*) and the categorical construct (*barriers to career advancement of WIT*).

1.6.3 Practical Contribution

Since 1994, research into the SA tourism sector has increased, and the focus of these studies has mainly focused on Geography, Economics, Business Administration, and Environmental Management perspectives (Visser, 2017). This study aims to make a valuable contribution to understanding how barriers in career advancement, leadership, and motivation can enable the empowerment of women in the SA tourism sector. The findings of this research allow tourism authorities and policy makers to better plan for the equal opportunity and inclusion of women and youth in tourism across the provinces of SA, women, and youth, as highlighted in the NTSS and TSHRD.

1.7 OUTLINE OF REMAINING CHAPTERS

The proposed dissertation consists of 7 chapters. The convention that is followed in all of the chapters is an introduction that describes the previous chapter and then an overview of the current chapter.

Chapter 1 Introduction and background to the study

This chapter introduced the study by providing a background, which was followed by the problem statement and the research objectives. The motivation proposed contribution and a brief synthesis of the study are also provided.

Chapter 2 Literature review – Leadership of WiT, Motivation of WiT, and Empowerment of WiT

Tourism from a global perspective is discussed and this is followed by the tourism sector in SA, to provide a context to the study. Next, literature on Women in tourism is reviewed, followed by an in-depth discussion of *leadership of WiT*, *motivation of WiT* and *empowerment of WiT*, in alignment with the study's objectives, to investigate the *barriers to career advancement of WiT*. The three constructs are discussed respectively, and literature on each dimension of the constructs is provided.

Chapter 3 Literature review – Barriers to career advance of WiT

The literature review continues to Chapter 3 which highlights the relationship between *leadership of WIT* and *motivation of WIT*, the relationship between *leadership of WIT* and *empowerment of WIT*, and the relationship between *motivation of WIT* and *empowerment of WIT*. The market segmentation variables for the study were then discussed. The barriers to career advancement of WIT as a categorical variable is discussed.

Chapter 4 Research design and methodology

The research design is quantitative and exploratory in nature, which allows for the opportunity to investigate the *barriers to career advancement of WiT* in the SA tourism sector. To support the research epistemology, the study used a feminist constructivist research approach. Exponential non-discriminative snowball sampling is utilised to gather participants for the study; an online survey was administered via email and social media platforms such as LinkedIn. IBM SPSS V28 will be used to assist in the analysis of the collected data. The method for data analysis follows a descriptive statistics method of univariate, bivariate, and multivariate analysis.

Chapter 5 Results

This chapter presents the analysis of the findings of the data which was collected through the online survey. The findings are presented employing tables, graphs, and an explanation of the results.

Chapter 6 Discussion of results

This chapter provides a discussion and interpretation of the findings reported in Chapter 5. Chapter 6 is divided into two sections: first, the main findings of the literature review are discussed while keeping the theoretical objectives in mind. A discussion of the main findings of the empirical study follows.

Chapter 7 Conclusions and recommendations

This chapter provides a summary of the findings as well as add to the body of knowledge; theoretical, methodological, and practical contributions of the study. The study concludes by providing recommendations and suggestions for future studies.

1.8 SYNTHESIS

Literature about *barriers to career advancement of WIT* in the SA tourism sector is limited and no known study has been conducted on the *barriers to career advancement of WIT* in the SA tourism sector. Researchers in the field of human resources (HR), gender studies, and business studies all conclude that gender stereotyping and gender inequalities are prevalent and that a women's career is rarely linear (Basurto-Barcia & Ricaurte-Quijano, 2017; Remington & Kitterlin-Lynch, 2018). Previous research has indicated that women continue to be underrepresented in leadership roles in most industries, including education, mining, and energy, as well as tourism, and that men continue to earn more than women. (Danjtie, 2019; Twining-Ward & Zhou, 2017). While the WTTC and the World Bank recently published a report on the inclusion and success of women in the tourism sector, there seems a lag in putting the theory into action. In SA we find wage inequality remains a reality and that the majority of CEOs are still predominately white males (Danjtie, 2019; De Villiers, 2019).

The aim of the study is to determine whether *barriers to career advancement of WIT*, (*family responsibilities, work environment, qualifications, flexible working hours, work from home*) significantly differ from the latent variables from, *leadership of WIT, motivation of WIT, and empowerment of WIT*. The research objectives (RO's) and research questions (RQ's) were formulated from the main research objective and question. A research framework (Figure 1.1) is provided to illustrate the link between the proposed constructs. The motivation for the study highlights the importance of study for the tourism authority in SA, to address equal opportunities for women and youth as highlighted in the NTSS and TSHRD.

The proposed contribution of the study purports that this study would make a valuable contribution to the limited body of knowledge which exists in the SA tourism sector. An outline of the remaining chapters explains the logical layout of the study. An in-depth explanation is

provided of the chosen research design methodology, population, sampling, and data analysis technique. This chapter concludes with this synthesis. In the next chapter, the literature review is outlined.

CHAPTER 2

LITERATURE REVIEW: CONSTRUCTS: LEADERSHIP, EMPOWERMENT, AND MOTIVATION OF WOMEN IN TOURISM

2.1 INTRODUCTION

Women are important drivers of the tourism industry and constitute a large percentage of those employed within the sector. Scholars have established that many women face barriers in the advancement of their careers (Basurto-Barcia & Ricaurte-Quijano, 2017; Remington & Kitterlin-Lynch, 2018). These barriers include but are not limited to, wage inequality, gender stereotyping, sexism, and often women are not afforded the same opportunities as men (Basurto-Barcia & Ricaurte-Quijano, 2017; Remington & Kitterlin-Lynch, 2018). This study, therefore, investigated the *barriers to career advancement of WiT* by examining *leadership of WiT, motivation of WiT, and the empowerment of WiT*.

Chapter 1 provided the study's research problem and research objectives. In this chapter, as well as Chapter 3, the literature review is discussed. This Chapter provides the theoretical research objects (TRO) for the study, followed by an overview of the tourism sector. An in-depth discussion of the constructs under investigation, namely, *leadership of women of WiT, empowerment of WiT, and motivation of WiT* follows. Chapter 3 provides a discussion on the relationship between the constructs (*barriers to career advancement of WiT, leadership of WiT, motivation of WiT, and empowerment of WiT*). The research objects (ROs) stated in Chapter 1 guides the presentation of the literature review in this chapter.

After presenting the TROs, an overview of the tourism sector from a global and SA perspective is provided. This is followed by a discussion on the market segmentation variables, *leadership of WiT construct*, and *motivation of WiT construct*. The latter construct is followed by a discussion of the *empowerment of WiT construct*. Figure 2.1 (below) provides a visual presentation of the framework. Figure 2.1 depicts how the Literature review will be discussed.

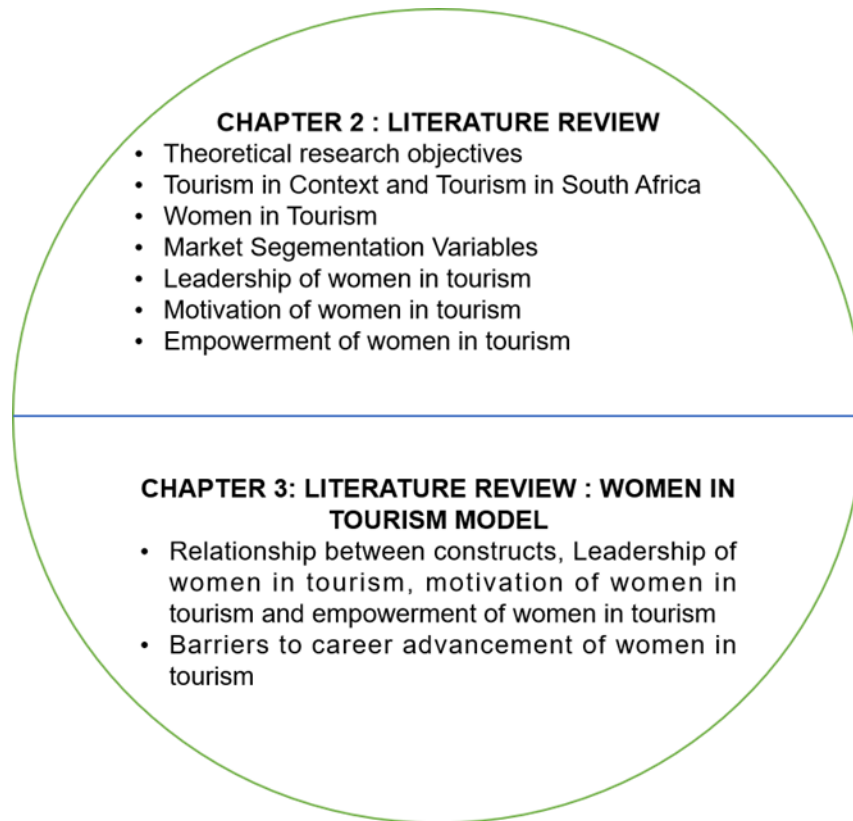


Figure 2.1 Proposed discussion of the Literature review.

Source: Contributing author.

The section commences with a discussion of the construct through the formulation of a definition, whereafter findings from previous studies, identified gaps in the knowledge in this field, the research needed, and the hypotheses formulated for the present study is addressed.

2.2 THEORETICAL RESEARCH OBJECTIVES

The following TROs were formulated based on the theoretical model depicted in Figure 1.2. These TROs is statistically explored to develop the proposed constructs in this study's context.

TRO1: To investigate if power, mentorship, and development programmes are dimensions of leadership of women in the South African tourism sector.

TRO2: To explore if productivity, engagement, intrinsic motivation, and extrinsic motivation are dimensions of motivation of women in the South African tourism sector.

TRO3: To determine if entrepreneurship, competence, and autonomy are dimensions of empowerment of women in the South African tourism sector.

2.3 TOURISM IN CONTEXT

The UNWTO (2019) claims that globally, tourism has become the most powerful sector to drive economic growth. According to the UNWTO World Tourism Barometer tourist arrivals grew by 6% in 2018 to reach 1.4 billion tourist arrivals. United Nations (2022) outlines the sustainable development goals as well as disparities for women in relation to equal employment, poverty, and so on. In response to the COVID-19 crisis these goals included, but are not limited to:

- Reduction of gender-based and domestic violence
- Social protection and people support.
- An equal sharing of care work
- Participation in response planning and coordination mechanisms (United Nations, 2022).

It is important to note that, as also mentioned by African Vision 2063, the empowerment of women would undoubtedly facilitate the achievement of the abovementioned goals. (UNWTO, 2019). Data relating to tourism in Africa show that there was a 7% increase, which indicates approximately 67 million arrivals (UNWTO, 2019). 2020 saw the onset of the devastation of the tourism sector, as tourist numbers started to decline around the world, because of government-imposed travel restrictions, due to the COVID-19 pandemic (Dube, 2021; Lee & Chen 2022). The COVID-19 pandemic led to mass unemployment within the tourism sector and many small businesses did not survive the hard lockdowns that countries imposed (Dube, 2021; Lee & Chen 2022). Countries have slowly opened up their borders and recommenced tourism activities, with strict health regulations and protocols (Dube, 2021). Government tourism agencies started to implement tourism recovery programmes and provide financial support to the sector as a means to try and salvage what remained (de Villiers, Cerbone & Van Zijl, 2020; Dube, 2021).

Before COVID-19, many destinations had relaxed visa requirements to foster international and regional tourism growth (OECD, 2018). Destination marketing activities highlighted the

natural and cultural assets of a destination to increase its competitive advantage (OECD, 2018). The opportunity of all-year tourism growth through the sub-sectors of health and wellness tourism, business tourism, and educational tourism has an opportunity to foster employment growth for a destination (OECD, 2018), especially among women and youth. According to Carvalho et al., (2018), the tourism industry is female-dominated; however, the industry remains highly gendered with very few women in leadership. Segovia-Pérez, Figueroa-Domecq, Fuentes-Moraleda, and Muñoz-Mazón, (2019) report that globally, women make up 55,9% of the tourism workforce in OECD member countries but their working conditions are far from equal to their male counterparts. This segregation furthers the leadership gap. Onditi (2018) argues that while Africa is host to some of the fastest-growing economies in the world (including Libya, Tanzania, and Ethiopia amongst others) women in Africa still experience gender inequalities, which are often exacerbated by cultural norms where women are not seen as an equal. According to Powers (2020), the gendered consequences of the COVID-19 pandemic overlap with other deeply rooted inequalities experienced by women. The COVID-19 pandemic caused additional responsibilities for women at home, while they still had to be productive on the work front (Powers, 2020).

It has become imperative to understand why women in most industries experience disparities, and this study therefore examines the barriers to the career advancement of women in the SA tourism sector by investigating *leadership of WiT*, *motivation of WiT*, *empowerment of WiT*, and *barriers to career advancement of WiT*.

2.4 THE TOURISM SECTOR IN SOUTH AFRICA

President Cyril Ramaphosa said in his State of the Nation address in 2019, "... that there was no reason why a lofty goal of achieving 1.4 million direct tourism jobs could not be realized" (Stark, 2019:1). In SA, one (male and female) in every 22 (twenty-two) is employed in the tourism sector, which is mainly made up of the transport, food and beverage, and accommodation sectors (STATSA, 2019b). The government regards tourism as a catalyst to stimulate the SA economy, and various strategies have been developed by the government to fast-track tourism growth (Department of Tourism, 2017). The tourism sector in SA has remained the most resilient during financial turbulence. Nearly 4.5% of SA's workforce is

employed in the tourism sector and tourism contributed 2,8% (or R130 billion) to SA's gross domestic product (GDP) in 2017 (STATSA, 2019a).

Tourism can be divided into leisure and business tourism, with both relying on the same physical infrastructure (Rogerson, 2015; Tichaawa, 2017). Business tourism is defined as, "... tourism that involves the traveling of people for work and encompasses independent business trips as well as traveling for purposes of meetings, incentives, conferences, and exhibitions (MICE)" (Rogerson, 2015:vi; Tichaawa, 2017:181). South Africa has a thriving business tourism sector and hosts many prestigious expositions, conferences, and congresses, such as the World Ophthalmology Congress in June 2019 which saw 10 000 delegates from 110 countries descend on Cape Town (Kazi, 2019).

Employment in leisure tourism is often seasonal, low-waged, synonymous with long working hours, and often lacks job security (Sergovia-Perez et al., 2019). To address employment deficits and gender disparity in the tourism sector in SA, the revised 2017 NTSS adopted the concept of promoting decent employment for youth and women, as a strategic objective, and to grow direct jobs in tourism to 1 million by 2026 (Department of Tourism, 2017).

2.5 WOMEN IN TOURISM

Deen, Harilal, and Achu (2016); Twining-Ward and Zhou (2017) state that women have actively become engaged in travel and tourism and estimate that globally, the sector employs twice as many females as any other sector. This offers a country the opportunity to increase the empowerment of women through initiatives such as entrepreneurship, upskilling through coaching, and executive leadership programs (Deen et al., 2016). It is generally known and accepted that women earn less, do not enjoy the same career advancement as their male counterparts, and are also offered less training and development in their careers (Remington & Kitterlin-Lynch, 2018). Batool, Ahmed, and Qureshi (2017) claim that globally, women belong to the marginalized, and in the developing world, women's voices are muted because of social, cultural, and financial dynamics. Women are both the consumers and producers of tourism services and have moved from passive involvement to active participation in all spheres of the sector (Basurto-Barcia & Ricaurte-Quijano, 2017). For the purpose of this

study, women in tourism (WiT) represent all women who are employed in all the sectors of the tourism sector in SA.

In a report for the World Bank, Twining-Ward and Zhou (2017) allude to the fact that women are less likely to own their businesses, and there is less of a chance for their businesses to grow from micro to small-medium enterprises (SMME) due to the lack of resources or access thereto. The report further states the fact that the empowerment or the advancement of women has a multitude of positive effects such as the ability to afford property, development of skills, improvement of social well-being, ability to educate their children and siblings, and most importantly, economic freedom and independence (Twining-Ward & Zhou, 2017).

According to Moswete and Lacey (2016) although women are not a minority, in less developed countries women are considered disadvantaged, as they are undereducated and lack vocational training, which is required in specific travel and tourism-related jobs. Women in tourism are often pushed towards entrepreneurship because they experience the “glass ceiling” syndrome, or due to the inflexibilities of working hours (Carvalho et al., 2018:1; Remington & Kitterlin-Lynch, 2018:22). The rapid expansion of the tourism industry has increased the number of women in managerial positions; this is mainly due to the increase of women’s qualifications and the mitigation of stereotypes about women’s skill sets (Carvalho et al., 2018). In countries such as Norway, Finland, and Austria, where public policy has supported the need for gender equality in the work environment, wage disparity has been mitigated and women have enjoyed equal (gender-based) career advancement (Martínez-Rodríguez, Quintana-Rojo & Callejas-Albinana, 2022; WTTC, 2019).

Women in tourism often opt for part-time, casual, flexible time, or seasonal employment due to family commitments (Twining-Ward & Zhou, 2017). Older women (36-55) come with a wealth of experience, and knowledge and often communicate better, whereas younger (18-35) workers tend to earn less due to lack of experience and are often employed in positions that are an extension of household chores. Older women are often the ideal employee in positions where work ethic and well-developed soft skills are important (Poulston & Jenkins, 2016). The WTTC reports that women’s jobs are more likely to be of lower status and lower

earnings and that corporate culture has a lot to do with women's confidence and equality in the workplace (WTTC, 2019).

Moswete and Lacy (2016) claim that limited research has been undertaken on the relationship between the empowerment of women, poverty reduction, and tourism in Southern Africa. This study aims to investigate the *leadership of WiT, motivation of WiT, the empowerment of WiT, and the barriers to career advancement of WiT* in the SA tourism sector. The relationships between these constructs are discussed in detail in Chapter 3.

The following section provides a discussion of the market segmentation variable of Women in tourism.

2.6 MARKET SEGMENTATION VARIABLES OF WOMEN IN TOURISM

Camilleri (2018) states that market segmentation is the process of identifying segments of the market and dividing a large number of customers into sub-groups of consumers composed of current and new customers. According to Dolničar (2017), segmentation analysis can identify various customer groups to treat differently and is widely regarded as a useful practice in tourism management. Smith (1956) originated the concept of market segmentation by interpreting a heterogeneous market (one with divergent demand) as multiple smaller homogeneous markets, according to Liu, Hsiao, and Ma (2021). Based on these discussions, in the present study, market segmentation variables are defined as grouping together women in tourism who share similar characteristics such as age, domicile province, sector of employment, and work experience.

Against this background market segmentation variables for the present study is discussed in terms of gender, age, domicile province, position held in the tourism sector, sector of employment, level of education, and work experience; these variables are the most relevant and immediate in terms of characterising women in the SA tourism sector for the purposes of this study (see section A of Appendix 5). Each respective variable is discussed, starting with gender.

2.6.1 Gender

According to Aya Pastrana, Somerville, and Suggs (2020), gender is a social construct that changes over time and is influenced by the environment. Rushton, Gray, Canty, and Blanchard (2019) agree that gender is described as the socially constructed processes and differences, which are generally associated with being feminine, masculine, mixed, or neither. Self-defined identity is an important aspect of gender, which can be more or less flexible, or change across time and settings (Lindqvist, Sendén & Renström, 2021). Lindqvist et al., (2021), assert that some people may want to be identified as nonbinary or intersex instead of male or female. Based on the foregoing explanation, the present study defines gender as a social construct that categorises people working in the tourism industry as either masculine, feminine, or neither.

As this study was aimed at women in the SA tourism sector, the questionnaire (see Appendix 5) asked respondents to indicate their gender by selecting male, female, non–binary, or ‘prefer not to describe. This follows the precedent of several previous tourism studies (Mair, 2010; Rittichainuwat & Mair, 2012) which examined gender in terms of biological sex categories. Gender was employed as a screening question and demographical variable in this study to characterise women in the SA tourism sector.

2.6.2 Age

Patel and Bansal (2018) describe age as, the division of various target market segments into life cycle stages due to the aging-related changes in consumer needs and preferences. According to Papastathopoulos, Ahmad, Sabri, and Kaminakis (2019), a person's age is the number of years they have lived. Age, according to Swart and Roodt (2015), is a generational section of the market that represents the interests of customers of comparable age, who are born in the same period in history. According to the preceding explanation, the current study defines age as a market segmentation variable that groups together women in the tourism sector, based on their chronological date of birth.

In the present study, age was used as a demographic variable in the descriptive analysis of women in the SA tourism sector. According to the UNISA ethics requirements, all respondents had to be between the ages of 18 and 65 years old. The questionnaire (see

Appendix 5) asked respondents how old they were and provided answers indicating ages between 18 – 21, 22 - 37, 38 - 53, and 54 – 65 years. For the purposes of this study, the ages of women working in the tourism sector, therefore, followed a categorisation by generation (Baby Boomers, Generation X, and Generation Y). According to Rahulan, Troynikov, Watson, Janta, and Senner (2013), Baby Boomers were born between 1946 and 1964, Generation X was born between 1965 and 1979, and Generation Y was born between 1980 and 1999. (Crampton & Hodge, 2009).

This approach is supported by Chhabra (2010), who advocates for the inclusion of generational grouping in the demographic variables of tourism studies. Shoal, McKercher, Ng, and Birenboim, 2011 also agreed that age is a significant demographic variable in tourism research. In this study, age was used as a screening question and a demographic variable to characterise women in the SA tourism sector.

2.6.3 Domicile Province

According to Swart and Roodt (2015: 497), a province can be defined as "... a government's geographical expanse...". Geographic segmentation entails selecting potential markets based on their location (Camilleri, 2018). A province is described as "... the region..." by George (2003: 575). According to Camilleri, (2018), since one or more factors may allow individuals in different regions to be distinguished from one another, markets can be divided into regions. In the context of the current study, a domicile province refers to the geographical region or province of residence of women in the SA tourism sector.

In section A of the questionnaire (See Appendix 5) respondents were asked to indicate their province of domicile and for the purpose of this study, it refers to any of the nine provinces in SA. Tourism researchers have often studied domiciled provinces from a marketing perspective, relating to tourism or traveller trends (Camilleri, 2018, Boakye, 2012). In this study, domicile province refers to the province in SA where women in tourism live and was used as a demographic variable to characterise women in the SA tourism sector.

2.6.4 Position held in the tourism sector

Xu, Yu, Guo, Teng, and Xiong (2018), claim the time interval between the commencement date of a job position and transitioning into a later one in a career trajectory is referred to as the duration of a job position. The position held in a company can also be referred to as a job title, and it usually implies the responsibility and the rank of a job position (Xu et al., 2018). A job title is a specific word that identifies the position that an individual holds. It can serve a variety of purposes, including describing the position's level (Ali, Amin, and Khan, 2021). The level of the position or the duties of the incumbent can be indicated by the job title. For instance, management positions frequently have job titles that include the terms executive, manager, supervisor, leader, administrator, etc (Ali et al., 2021). Positions held by women in the tourism industry are defined as the job title and level of responsibility the job entails based on the discussion and within the context of this study.

Section A of the questionnaire (see Appendix 5) contained the screening and demographic questions. Question A4, asks respondents to best describe the position they held within the tourism sector. Respondents could select seasonal workers, entry-level employees, middle, and upper-level management as well as executives or business owners (Twining-Ward & Zhou, 2017). These options were made per descriptions of typical human resources positions or job titles in the travel and tourism sectors, provided by Bhatt (2022) and Wright, Ziems, Park, Saad-Falcon, Chau, Yang, and Tomprou (2021). The current study used position held within the tourism sector as a demographic variable in the descriptive analysis of women in the SA tourism sector.

2.6.5 Sector of employment within the tourism sector

Williams (2009) discusses employment from the perspective of formal and informal employment sectors. The formal employment sector relates to those individuals who are employed in fixed employment, and with those who pay their taxes. According to Williams (2009), the informal employment sector is often misconstrued as individuals who trade informally, often trade in illicit goods, and do not pay taxes. According to Camilleri (2018), transportation, accommodation, supplementary services, sales and distribution are the four primary sectors of the tourism industry. According to the Tourism Satellite Account (TSA), the

travel and tourism industry's boundaries include transportation, lodging, catering, leisure, entertainment, and other travel-related services (Booyens, 2020). Based on this discussion and for the purposes of this study, the term "sector of employment" refers to the sector and subsector of the SA tourism industry where women are employed.

Employment within the tourism sector is often considered to have a low barrier to entry, with unskilled labour who hold seasonal employment (Booyens, 2020). According to the findings by STATSA, (2019b) women accounted for 63% of individuals employed in the food and beverage sector. A5 of the questionnaire (see Appendix 5) asked respondents to indicate which sector within tourism, they were employed in. The classification of the sector within tourism was based on the information provided by STATSA, (2019b) as well as Booyens, (2020). In the context of this study, the sector of employment was utilised as a demographic variable to characterise women in the SA tourism sector.

2.6.6 Level of Education

The highest level of education attained by an individual is referred to as his or her level of education (Nunkoo & So, 2015). The level of education is often used as a measure of social class and as an indicator of the ability to secure high-paying jobs, which affords individuals an opportunity to improve their quality of life and improves communication with others (Papastathopoulos et al., 2019). Sinclair-Maragh (2017) agrees that education can support individuals in improving their communication skills and awareness of tourism-related concerns. Education is seen as a requirement for increasing productivity across all economic sectors and a critical tool in the framework of a productive development policy (Gómez Gutiérrez and Garzón Baquero, 2017). In the context of this study, education is the level of academic study which women hold in the SA tourism sector.

According to Bhatt, (2022), the education of a woman allows her to engage in profitable economic pursuits, making her strong and determined. Section A of the questionnaire (see Appendix 5) asked respondents to indicate whether they had a no senior certificate, a senior certificate (matric) an undergraduate qualification (certificate, diploma, and 1st degree), or a post-graduate qualification (Btech, Honours, Master or Ph.D.). Numerous empirical studies in

tourism have identified education as a factor that promotes women's empowerment, entrepreneurship, and autonomy (Batool et al., 2017; Gámez Gutiérrez & Garzón Baquero, 2017; O'Neil & Domingo, 2016). In the context of this study, the level of education was utilised as a demographic variable to characterise women in SA tourism.

2.6.7 Working experience

According to Wahyudi (2018), there are three dimensions to work experience: duration of service, level of expertise, and knowledge. Work experience is the ability to respond appropriately to new and complex situations (Oswald-Egg & Renold, 2021). It is assumed that individuals with years of work experience require less training, which saves employers money (Oswald-Egg & Renold, 2021). Work experience, according to the early seminal work of Autor (2001), is referred to as a method of gaining marketable skills that are useful in the labour force, and these skills are best acquired on the job. Working experience in this study refers to the duration of a woman's employment in the tourism sector of SA.

The current study examined working experience as the number of years worked by women in the SA tourism sector. A7 of the questionnaire (see Appendix 5) asked respondents to indicate their years of working experience within the SA tourism sector. Respondents could select less than 1 year, between 1 and 3 years, between 4 and 5 years, and more the 5 years. For the purpose of this study, years of working experience were used as a demographic variable to characterise women in SA tourism.

The following section provides a discussion of the *leadership of WiT* construct. These constructs are selected due to their immediate relevance to the study (Also refer to Chapter One for more details). Figure 2.2 depicts how the Literature review is discussed.

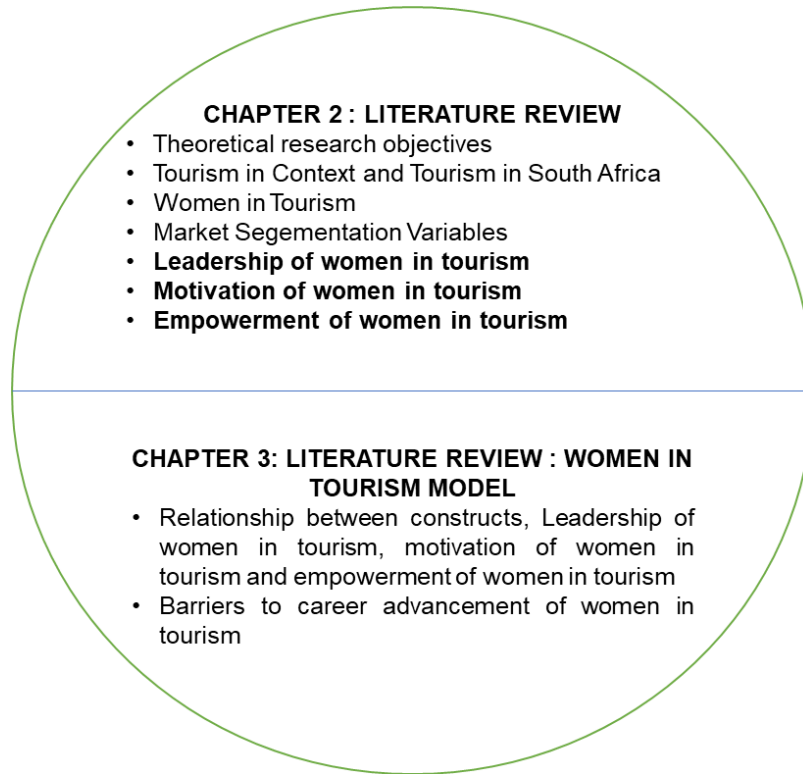


Figure 2.2 How the Literature review is discussed.

Source: Contributing author.

2.7 LEADERSHIP OF WOMEN IN TOURISM

Leonard (2017) describes leadership as a social influence process in which one person might enlist the help and support of others in the completion of a common goal. According to Kouzes and Posner (2017), leadership is the art of inspiring people to aspire to fight for common goals. Raffo and Clark (2019) cite the early definition of leadership by Burns (1978) as a reciprocal process of mobilising various economic, political, and other resources by people with specific reasons and ideals, in a setting of competition and conflict, to achieve goals independently or cooperatively by both leaders and followers. In SA, there is no formal definition of *leadership of WiT*. As a result, scholars Kouzes and Posner, (2017), Raffo and Clark, (2019) presented the above definitions of leadership of women, which were utilised to inform the formulation of a definition of leadership of women in the SA tourism sector. In addition, it may be noted that leadership of women in the tourism sector is the art of being confident, and motivated, having the ability to manage and direct resources (human and monetary), and inspiring and empowering individuals irrespective of gender. In the tourism

sector, one's leadership qualities are determined by the ability to communicate and relate to diverse people of different backgrounds and cultures.

Prior to the 1980s, the discourse on gender and leadership was rather sparse, as very few women held leadership positions (Samo et al., 2018). Women in all spheres remain under-represented in leadership positions and face a "labyrinth" when it comes to the advancements in their careers (London, Bear, Cushenbery & Sherman, 2019:418). Sergiovia-Perez et al., (2019) point out that the lack of representation of women in leadership is due to (i) the lack of qualified women, (ii) the stereotyping of leadership skills attributes, (iii) the work environment and (iv) demands to fit in with family life. Leadership models mostly excluded women, and this intensified the problem of women not being suitable for management or as leadership material (Perkov, Primorac & Perkov, 2016). Many organisations support gender diversity and equity through policy, yet often employment or career advancement is not implemented according to policy (London et al., 2019). The inherent male qualities of dominance, being (ability to be) rational, objectivity, and (being) power hungry are the societal accepted standard by which leadership is compared, and often women do not fit this profile as they tend to be more emotionally, subjective and democratic (Carbajal, 2018; Debebe, Anderson, Bilimoria & Vinnicombe, 2016; Samo et al., 2018).

In the study by Vinkenburg, as mentioned by Carbajal (2018), it was found that women do not lack leadership qualities or skills, but rather the inflexible nature of leadership which is based on gender and not on capability or skill. Sanchez and Lehnert (2019) as well as Angelovska (2019) found that women who perceive themselves as lacking the stereotypical leadership qualities are less confident and tend to shy away from pursuing leadership roles. Angelovska (2019:1) says, while there is no one-size-fits-all approach to leadership style, the "glass ceiling" can be shattered by encouraging women's ambition, enthusiasm, and confidence to boost women's leadership representation. The issue of women in tourism has gained scholarly interest, but only a few studies have been completed on women and gender issues in the tourism sector in SA (Ntanjana, Maleka, Tshipala & Du Plessis, 2018). As a result, the current study aims to fill this gap in the existing literature.

Fritz and Knippenberg (2017) discussed Power from the aspect of a women's aspiration to attain leadership status as well as the responsibility that goes with attaining leadership status. Remington and Kitterlin-Lynch (2018) addressed the issue of the lack of female role models and mentors available for women. The importance and impact of development programmes on women were discussed by Hanaysha (2016). According to Hanaysha (2016) providing inclusive training and development programmes equips employees with new skills thus improving the quality and productivity of employees.

After completing the literature review, the following dimensions were selected for *leadership of WiT*. *Power* (see section 2.7.1), *mentorship* (see section 2.7.2), and *development programmes* (see section 2.7.3) (It must be noted that based on the basic research question, these are the most relevant).

2.7.1 Power

Power can be specified as the control of valuable resources which could be monetary, people-based, and (related to) physical spaces (Mooijman, van Dijk, van Dijk & Ellemers, 2019). According to Karkoulian (2015), the relative capacity of an individual to influence the circumstances of others by providing or withholding resources or delivering punishments is referred to as power. According to psychological studies, power is the capacity to affect another person's circumstances or mental state through the provision or withholding of resources (Jones & York, 2016). In the context of this study, power for women in the tourism sector, is the ability to influence decision-making within an organisation, regardless of gender, sexual orientation, background, or culture.

Power is an inherent interpersonal concept, as an individual controls what the other desires, and generally the individual who is in control holds the power (Mooijman et al., 2019). Fritz and Knippenberg (2017) claim that men have a far greater yearning to pursue leadership roles and to hold power. The assumption has always been that men are superior to women and that they make far better leaders (Samo et al., 2018). Carbajal (2018) found that women are perceived based on gender, not on their leadership abilities, and therefore it diminishes the quality of leadership for women. Education and employment can increase a women's

status and power within her household and community (O'Neil & Domingo, 2016). According to O'Neil and Doming (2016:11) "...a women's leadership and authority has symbolic power", meaning women still need to fight to be heard.

Karazi-Presler, Sasson-Levy and Lomsky-Feder (2017:574) argue that women are in a "double bind" when they come across as strong and assertive; they are often mocked and thought to have authority without power. Women who show unassertive behaviour are often perceived as less capable which could undermine their authority (Frkal, 2018; Karazi-Presler, 2017). As far as can be established, no comparable studies have been carried out in SA; consequently, the current study attempts to fill this gap in the literature by investigating the power of women in the SA tourism sector.

2.7.2 Mentorship

A mentor-mentee relationship is sometimes described as one in which the two people draw on "caring" as a basic virtue and support one another in their personal and professional life (Vatan & Temel, 2016). Mentoring integrates a person into a career on a professional level, and on a broader level, it integrates a person into a specific socio-cognitive paradigm (Van der Bijl & Oosthuizen, 2019). Mentoring involves a purposeful transfer of one's experience to a trainee by a more experienced employee in the format to "do as I do" (Falyakhov, 2018:93). In the context of the present study, mentorship serves as a vehicle for the sharing of knowledge and best practices in the workplace for women in the tourism sector, and it aids an individual's integration into a new position or work environment regardless of gender, sexual orientation, background, or culture.

Carbajal (2018), Sanchez and Lehnert (2019) further support the fact that women struggle to find mentors, which is pivotal to climbing the proverbial career ladder, and the fact that women who have ascended into leadership positions often lack power and must overly assert themselves to enforce power. Patwardhan et al., (2016) agree that the shortage of mentors makes it tougher for women to have contact with mentors. Career socialisation tends to be different for men and women, and access to networks and mentors plays a pivotal role in the access to leadership positions (Sanchez & Lehnert, 2019). Researchers highlighted the lack

of networking and access to mentors which could be a trajectory for women to access employment and leadership roles (Carbajal 2018; Sanchez & Lehnert 2019). Therefore, Turner-Moffat (2019), explains that mentorship works have proven that mentored individuals adapt and excel in an organisation faster, and are more productive. As far as can be determined, no comparable studies have been conducted in SA; as a result, the current study investigated the mentorship of women in the SA tourism sector in an attempt to fill this gap in the literature.

2.7.3 Development Programmes

Sheraz, Batool, and Adnan (2019) outline development programmes as a continuous undertaking by an individual to build up his/her career concerning achievement in life i.e., specialised skills development and professional growth. A development programme is the application of several learning strategies, improved performance commitment, work performance, and innovation management, in line with an organisation's objective (Brue & Brue, 2016). DeFrank-Cole, Latimer, Neidermeyer, and Wheatly (2016) provide a gendered perspective by claiming that a women's leadership development program empowers women by providing them with the tools, resources, growth opportunities, and professional networks that allow them to achieve their full potential. In the context of this study, a development programme for women in the tourism sector provides an opportunity for her to grow her professional career through structured training, mentoring, and networking to realise her full potential.

Women's leadership development programmes are a means of addressing gender equity in an organisation by creating a transformative learning environment in which training, and upskilling can be done (Frkal, 2018). The purpose of women's leadership development programmes is to assist women to question previous assumptions about leadership and build their own authentic leadership identities (Debebe et al., 2016; Frkal, 2018). According to Frkal (2018), women's leadership programmes differ from general leadership programmes, in that it approaches leadership from a relational perspective rather than just acquiring a new skill set to enhance performance. Literature reveals that there is a need for more women leadership

development programmes to ensure that they are equipped to pursue leadership positions in male-dominated sectors (Samo et al., 2018).

Gaps in the literature show motive for a possible lack of adequate effective leaders, which could be due to a possible disconnect between what is being taught in leadership development programmes and the actual realistic leadership models which work (Leonard, 2017). Research has not explored leadership characteristics and abilities of women in the tourism industry. However, extensive research has been done in the fields of industrial psychology, gender studies, and organizational change management (Perkov et al., 2016). London et al., (2019:425) mention that further research is needed to understand how power is shared through performance management measures such as empowerment, mentoring, and feedback, which could improve gender equity.

This study investigates the power of women in the SA tourism sector in leadership positions, the existence and role of women's leadership development programmes in the SA tourism sector, as well as the impact mentors, have on the trajectory of a women's career. Figure 2.3 depicts the proposed dimensions for *the leadership of WiT* construct and the exemplary items (Refer to Appendix 5 for details of items used to measure the dimensions of a construct).

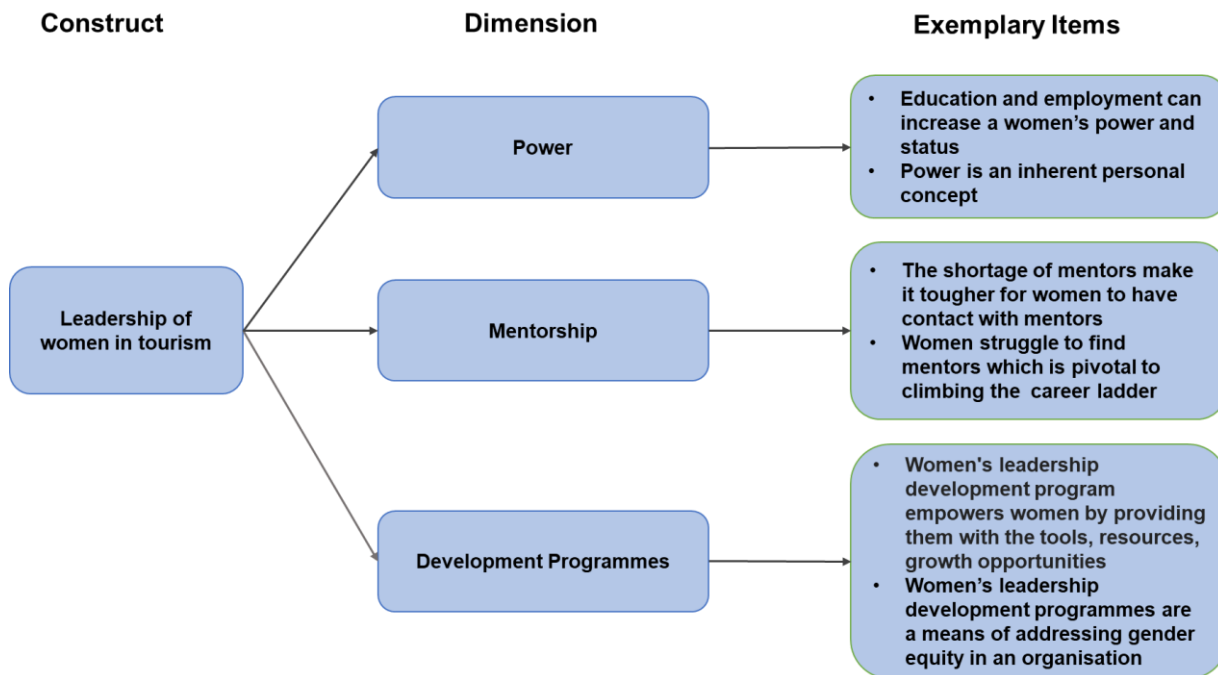


Figure 2.3 Proposed dimensions and exemplary of the leadership of women in tourism construct.

Source: Adapted from Angelovska, 2019; Carbajal, 2018; Fritz & Knippenberg, 2017; Frkal, 2018.

Based on the above discussion, there is sufficient theoretical evidence to formulate the hypothesis below:

H₁: Power, mentorship, and development programmes are dimensions (related latent variables) of the leadership of women in the South African tourism sector and can be reliably and validly measured.

The following section provides a discussion of the *motivation of WiT* construct. The section is outlined as stated above in section 2.1.

2.8 MOTIVATION OF WOMEN IN TOURISM

Motivation is a psychological process that influences the amount, direction, and duration of effort expended in obtaining a goal (Glisovic et al., 2019). According to Jenni (2017), Maslow's (1943) hierarchy of needs states that motivation is described as a person's desire to

meet five essential needs: physiological, safety, social, esteem, and self-actualisation. Internal impulses, ambitions, attitudes, and human relationships to situations are all examples of motivation, according to Stefko, Bacik, Fedorko, Gavurovo, Horvath, and Propper (2018). The motivation of women in the tourism sector refers to an internal desire to be persistent in the pursuit of attaining a certain goal and succeeding, with or without remuneration. Factors that relate to gender must not reduce one's desire to attain one's goals within the tourism sector.

Carbajal (2018) found that the primary constituents of solid leadership potential were initiative, motivation, dedication, risk-taking, and leading by example. According to Fiaz et al., (2017), leadership plays a pivotal role in the motivation of employees, as employees who are motivated tend to become emotionally and psychologically invested in organisations. As far as can be determined, no similar studies have been conducted in SA; as a result, the current study attempted to fill this gap in the literature, by exploring the motivation of women in the tourism sector in SA.

Four dimensions (most relevant to our study) were identified in the literature review on the motivation of women in tourism, namely, *productivity* (see Section 2.8.1), *engagement* (see Section 2.8.2), *intrinsic motivation* (see Section 2.8.3) and *extrinsic motivation* (see Section 2.8.4).

2.8.1 Productivity

Hanaysha (2016) describes productivity as the aptitude to attain certain responsibilities according to a fixed or specified precise standard, at a certain speed, and within budgetary constraints. The efficiency with which personnel does their tasks is measured by organisational productivity (Mousavifard, Kazemi & Ayoubi, 2016). Employee productivity, according to Sauermann (2016), is the ratio of a measure of output (such as sales or units generated) to a measure of input (such as hours worked or labour expense). For the context of this study, productivity of a woman in the tourism sector is associated with completing a given task efficiently and effectively within a specified time while adhering to cost implications. Margol (2015) states that motivation plays a pivotal role in employee productivity, efficiency, and quality of work. Employers need to take the time to get to know their employees and learn

what motivates them (Margol, 2015). Reijseger, Peeters, Taris, and Schaufeli (2017) state that engaged employees are better performers than non-engaged employees, and this increases overall productivity for the organisation. Employees who are motivated and engaged are likely to be more innovative, and willing to voice opinions and make suggestions which could improve organisational productivity (Amah, 2018). Motivated employees tend to use resources more efficiently and this improves productivity and profitability for an organisation (Fiaz et al., 2017). Leadership styles such as autocratic and laissez-faire are said to enhance the productivity of an organisation (Fiaz et al., 2017). As far as can be established, no such studies have been undertaken in SA; as a result, the current study examined the productivity of women in the tourism sector in SA to address this gap in the literature.

2.8.2 Engagement

According to Reijseger et al., (2017) employee work engagement refers to a positive work-related state of mind and is most often associated with commitment, enthusiasm and eagerness, and passion. Amah (2018) states that engaged individuals apply themselves completely to the task at hand and are willing to go beyond the call of duty to improve organizational productivity. Work engagement is described as an effective motivating idea with three distinct characteristics: commitment, immersion, and enthusiasm (Ferreira, da Costa Ferreira, Cooper & Oliveira, 2019). The engagement of women working in the tourism sector refers to an individual who enthusiastically and readily applies themselves to any personal and work-related tasks.

Laba and Geldenhuys (2018) claim that engaged individuals show positive behavioural outcomes such as work obligations, job performance, and productivity. This state of mind leads to less absenteeism, and health issues, which in turn results in less staff turnover for an organisation (Reijseger et al., 2017). Engaged individuals are an asset to the organisation, are good for the image of the organisation, and provide a competitive advantage for the organisation (Amah, 2018). As far as can be established, no such studies have been undertaken in SA; as a result, the current study examined the productivity of women in the tourism sector in SA to address this gap in the literature.

2.8.3 Intrinsic motivation - family, quality time, health, and self-realisation

Motivation can be intrinsic and extrinsic, intrinsic refers to self-interest, personal satisfaction, and self-enjoyment and extrinsic refers to attaining a goal distinct from the activity, such as power and monetary rewards (Jenni, 2017; Stefko et al., 2018). Intrinsic motivation refers to a person performing their duty and feeling rewarded for completing it (including family, quality time, health, and self-realisation), without the need for remuneration or recognition (Bosch, Las Heras, Russo, Rofcanin, & Grau i Grau, 2018). Intrinsic motivation is linked to how much you like doing something (Vaz, Pratley & Alkire, 2016). For the purpose of this study, women in the tourism sector are intrinsically motivated to complete a specific task, goal, or objective for their self-satisfaction.

People who are motivated to make a difference in the lives of others are considered to be pro-socially motivated, and this is a trait most associated with women (Bosch et al., 2018). According to Jonic, (2018) motivation is crucial to an organization, as motivated employees are more productive, more quality orientated, more reliable, and tend to look for efficient methods to complete tasks. In a study done on the perceptions of motivation among female federal government managers, it was found that women who had mentors had a greater sense of intrinsic motivation. These women felt more competent after they were exposed to professional development and felt a greater sense of autonomy in the workplace (Black et al., 2015; Stefko et al., 2018).

Popular discourse on motivation indicates intrinsic motivation without remuneration has yielded positive outcomes such as increased productivity, work engagement, and task identification (Stefko et al., 2018). According to Black et al., (2015) not all women are motivated in the same way. To motivate career advancement for women, it is important to develop training programs that enhance intrinsic motivation, and this includes mentoring programs (Stefko et al., 2018). Encouraging employees to work in teams creates a culture of belonging, which provides intrinsic rewards, as it fosters a sense of meaning and accountability (Margol, 2015). As far as can be established, no similar studies have been

carried out in SA; as a result, the current study investigated intrinsic motivation as a dimension of motivation for women in the tourism sector in SA to fill this gap in the literature.

2.8.4 Extrinsic motivation - career, wealth, and success

Extrinsic motivation, such as career, wealth, and success, refers to a person receiving tangible benefits, such as money, and intangible benefits such as recognition when performing duties at work (Bosch et al., 2018). According to Anon (2019), an individual's behaviour to execute tasks and learn new abilities is referred to as extrinsic motivation when they are motivated by external rewards or the avoidance of punishment. Extrinsic motivation refers to incentives or rewards that come from outside sources, such as money, promotions, recognition, or job prospects (Filimonov, 2017). External motivation refers to tasks that are undertaken by women working in the tourism sector, to avoid punishment or to only receive a reward such as remuneration or acknowledgment.

Jenni (2017) found that women who pursue leadership roles and who need to be effective in these roles must want to lead. Those who have a high motivation to lead and be a voice of authority are often associated with the extrinsic motivational trait of power. Stekfo et al., (2018) claim that the traditional forms of incentives have reached their limits, and organisations need to look at both intrinsic and extrinsic motivation holistically alongside the organisation's strategic objectives. Younger people tend to be more geared toward success, their careers, and wealth which are all extrinsic motivators. While older people may tend to value family, quality time, health and self-realization are intrinsic motivators (Jenni, 2017). Motivation can be an important personal resource that empowers people to perform better and can be a source of competitive advantage for organisations (Bosch et al., 2018).

Gaps in the literature indicate there is a need to look at new ways to motivate women in pursuing career advancement (Stefko et al., 2018). There is a further need to understand what motivates a woman to pursue a leadership role, and how motivation can affect this behaviour (Jenni, 2017). Laba and Geldenhuys (2018) mention that limited research has been done on work from home initiatives and their relation to work engagement and productivity in the SA context. Extensive seminal research has been completed on intrinsic and extrinsic motivation in the fields of management science and industrial psychology, but limited

research is available concerning the tourism sector (Jenni, 2017). This study aims to address the gaps mentioned above, by studying the motivation of women who pursue leadership roles in the SA tourism sector. Figure 2.4 depicts the proposed dimensions for *the motivation* of *WiT* construct (Refer to Appendix 5 for details of items used to measure the dimensions of a construct).

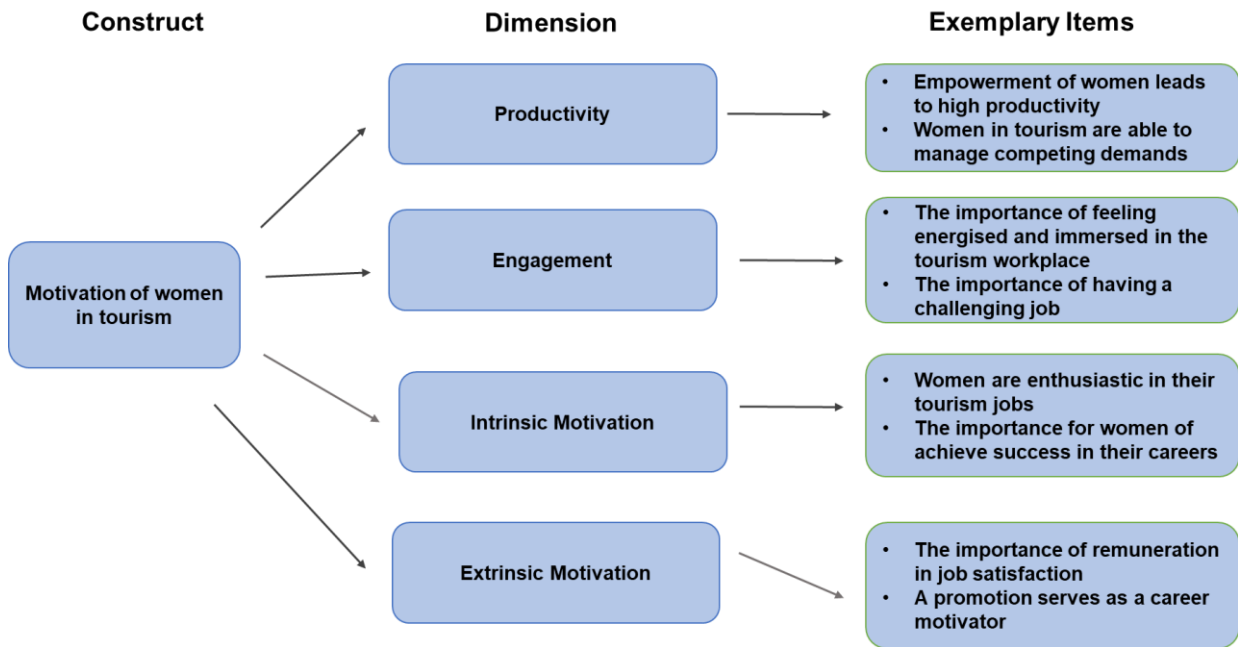


Figure 2.4 Proposed dimensions of the Motivation of women in tourism construct.

Source: Adapted from Amah, 2018; Jonic, 2018; Jenni, 2017; Margol, 2015; Reijseger et al., 2017.

Based on the above discussion, there is sufficient theoretical evidence to formulate the hypothesis below:

H₂: Productivity, engagement, intrinsic motivation, and extrinsic motivation are dimensions (related latent variables) of motivation of women in the South African tourism sector and can be reliably and validly measured.

The following section provides a discussion of the *empowerment of WiT* construct. The section is discussed as outlined in section 2.1.

2.9 EMPOWERMENT OF WOMEN IN TOURISM

According to Datta (2018), empowerment is a process of instilling power in people which includes access to resources, expansion of individual agency, and decision-making authority, i.e., autonomy. In its most basic form, empowerment refers to a person's, organisation's, or community's ability to achieve control over their affairs (Boley et al., 2017). Empowerment is the process of improving an individual's or a group's ability to make decisions and turn those decisions into desired actions and consequences (Singh, 2018). According to Ahn and Bessiere (2022), empowerment concentrates on the psychological aspects of motivational processes by instilling self-efficacy, a sense of control, and high confidence. In the context of the present study, the empowerment of women in tourism is the allowance to feel and think freely, to make their own personal and financial decisions, and to have the freedom of access to participate in the economy. The tourism sector has empowered women who were previously disadvantaged through the creation of business ventures and empowerment programmes (Kazi, 2021).

It must be recognised that empowerment is multi-faceted and can be approached from psychological, social, political, environmental, and economic aspects (Boley et al., 2017). This study approaches the empowerment of WiT from a gender and social perspective, as these bear relevance to issues such as promotions being given to males, and it also outlines the role that women have socially. Winters, Heinemann, Maia, and Durand (2018) say that empowerment emancipates people, meaning that it allows people to be free and independent. According to Singh (2018), the empowerment of women means allowing them to be financially independent, self-sufficient, and self-reliant, and this would enable women to think for themselves in difficult situations and be able to participate in development activities. Vujko et al., (2019) state the empowerment of women is a process in which women individually and collectively share a goal, knowledge, and resources in support of initiatives to overcome economic, social, or political inequalities.

Women's empowerment can be amplified with the rise in the level of their education, as women become more confident and have greater self-worth and self-esteem. Women who are empowered have greater autonomy over their lives and the lives of their children (Batool

et al., 2017). According to Fielding and Lepine (2017), women are said to be more empowered when they make decisions alone; these decisions can pertain to household purchases or even the choice of healthcare. Singh (2018) recognises that the empowerment of women can only happen through gender equity, as this can improve women's status in society. The empowerment of women allows women to move from the side-lines of society and the economy to the forefront. As far as can be determined, no comparable studies have been undertaken in the SA tourism sector; as a result, the current research examined the empowerment of women in the tourism sector in SA to fill this gap in the literature. The selected dimensions of entrepreneurship, competence, and autonomy were supported by pertinent empirical literature, and each dimension's inclusion has been thoroughly discussed in relation to studies on empowerment and tourism.

Entrepreneurship (see Section 2.9.1), *competence* (see Section 2.9.2), and *autonomy* (see Section 2.9.3) is discussed as dimensions of *empowerment of WiT*.

2.9.1 Entrepreneurship

Entrepreneurship is a mechanism that exists in various locations and conditions and has resulted in economic change via the use of inventions created by people who identify economic opportunities for both individuals and society (Gour & Singh, 2019). According to Venkataraman's (1997) early concept of entrepreneurship, its essential components are the existence of promising opportunities and enterprising people (Szaban & Skrzek-Lubasiska, 2018). Herbert and Link (2015) express entrepreneurship from an individualistic perspective and propose that it is associated with the activities of a risk-taker, who sees an opportunity in a new or existing business. In terms of a working definition for this study, the entrepreneurship of women in the tourism sector is associated with the self-empowerment of an individual to seize economic opportunities for the betterment of her life and that of communities.

Entrepreneurship is a principal tool in which to empower women, as it gives women a sense of independence (Raghunandan, 2018). According to Eskiler, Ekici, Soyer, and Sari, (2016), individual aptitudes and higher education programmes that place a strong emphasis on

practice and entrepreneurship encourage innovative behaviour. Chatterjee, Dutta, Gupta, and Upadhyay (2018), and Jena (2018) believe that encouraging entrepreneurship in women acts as a mechanism to eradicate poverty and address gender inequalities. Jena (2018) shows how emerging countries like India regard women entrepreneurs as new engines for inclusive and sustainable prosperity. Self-employment through entrepreneurship is seen as a way for women to become more empowered and self-sufficient (Vujko et al., 2019).

Entrepreneurship for women comes with its own set of obstacles and MasterCard (2018) and Jena (2018) list the obstacles to entrepreneurship to include the following: lack of financial investment or venture capital, legal limits, and institutional inefficiencies, a lack of conviction in oneself and entrepreneurial drive, fear of failure, socio-cultural constraints, and a lack of training and education as relevant factors. Jena (2018) argues that while impediments do exist for women entrepreneurs, governments need to create training initiatives that foster innovation and create an enterprise culture for women and girls. Ease of entry into markets and access to finance should be facilitated by governments to enable women to fully participate in the economy Jena (2018) and Raghunandan (2018). No such studies have been undertaken in SA; as a result, the current study examined entrepreneurship as a dimension of *empowerment of WiT* in SA to address this gap in the literature.

2.9.2 Competence

Competence is referred to as a person's total knowledge, talents, and abilities (Buller, 2017). Alam (2016) states that competence is an individual's ability to integrate knowledge and carry out the task. According to Nguyen (2016), competence is a set of skills developed through education and experience. In the context of this study, the competence of a woman in tourism refers to her ability to execute the allocated tasks in a specific field. Competence is characterised by self-assurance and the capacity for someone to accomplish a task (Ahn & Bessiere, 2022).

According to Buller (2017), the key elements of empowerment and motivation lead to an individual being competent. Buller (2017) further argues that an individual's competence can be improved through the motivation to be upskilled. Competence is intrinsic; an individual who is motivated and wants to be empowered should take responsibility for their competence

(Buller, 2017). Nasher (2019) says that confidence has a lot to do with competence, and according to his Harvard Business review article, he says people who are confident or purport to be confident, come across as being more competent than those who are less confident. Competence is a key skill that is required to become an entrepreneur; many women doubt their competence and have a greater fear of failure, and therefore there is a strong need for entrepreneurial training programmes (Jena, 2018). As far as can be determined, no such studies have been undertaken in SA; as a result, the current study examined competence as a dimension of empowerment of WiT in SA to address this gap in the literature.

2.9.3 Autonomy

The degree to which employees have control over when, where, and how their jobs are completed is referred to as job autonomy (Xu, Van Hoof & Nyheim, 2018). Jaiswal and Dhar, (2017) outline job autonomy as the level of independence and choice allowed to an individual over his or her job. The ability to customise your work environment in ways that allow you to perform at your best is known as autonomy. (Maylett, 2016). For the purpose of this study, the autonomy of women in tourism refers to the freedom and flexibility to make career advancement choices without gender related barriers.

A person is described as autonomous when their behaviour is willingly enacted, and when they fully endorse the actions and values they are engaged in (Vaz et al., 2016). According to Batool et al., (2017) women who are economically active have their own savings and enjoy a greater income in a household, they also have more autonomy and greater economic authority. In the study by Vaz et al., (2016) it was found that women living in cities enjoy greater autonomy in household activities and employment as opposed to women living in rural areas. Winters et al. (2018) discuss the relationship between empowerment and autonomy, stating that empowerment leads to personal freedoms which allow women to participate as full citizens of their communities. Noronha and Guimarães (2017), and Winters et al., (2018) agree that empowerment leads to greater autonomy for women to control themselves, their sexual health, and their basic rights. According to Duffy, Kline, Mowatt, and Chancellor (2015), a women's status is a broad term that refers to women's autonomy, power, empowerment, authority, valuation, and position in society.

To date, there has been limited quantitative research on the effects of the empowerment of women and their autonomy (Vaz et al., 2016). Batool et al., (2018) claim future research needs to investigate the role education can play to foster entrepreneurship for women. According to Boley et al., (2017), there is a need to empirically assess the perceived differences in levels of empowerment between men and women within tourism development. This study aims to address these gaps by determining the role entrepreneurship, competence and autonomy have on the empowerment of women in the SA tourism sector. Figure 2.5 depicts the proposed dimensions for *the empowerment* of *WiT* construct (Refer to Appendix 5 for details of items used to measure the dimensions of a construct).

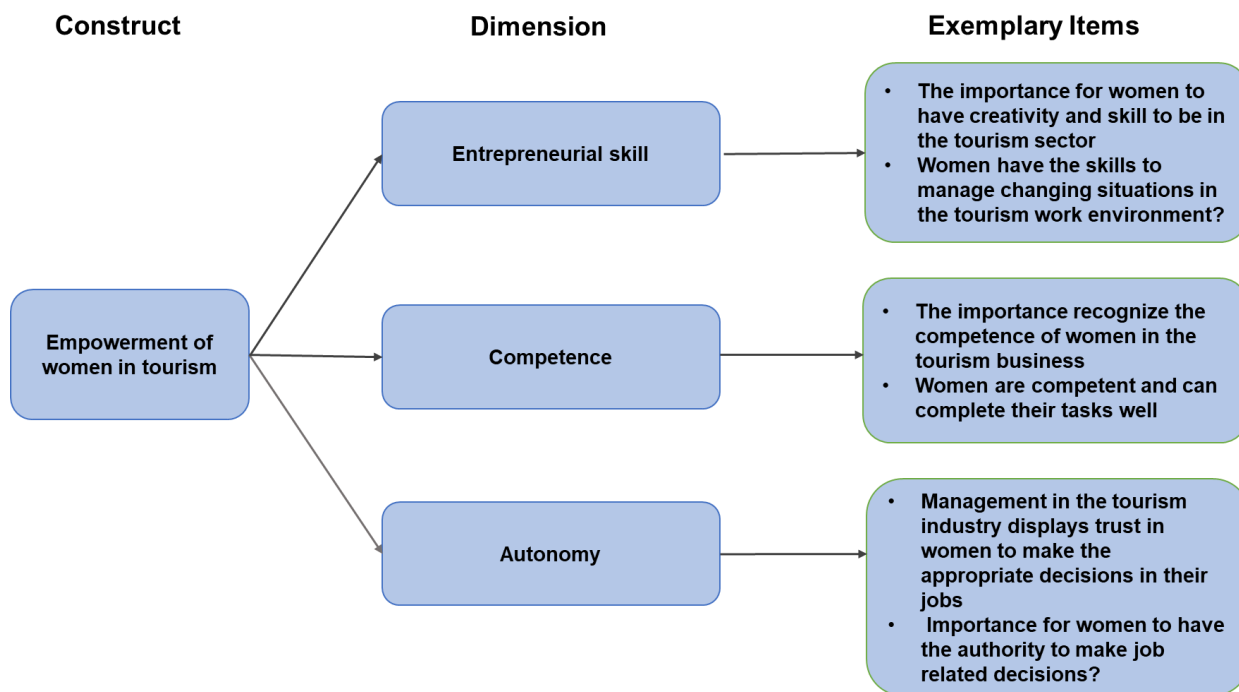


Figure 2.5 Proposed dimensions of the empowerment of women in tourism construct.

Source: Adapted from Buller, 2017; Jena, 2018; Raghunandan, 2018; Singh, 2018; Vaz et al., 2016.

Based on the above discussion, there is sufficient theoretical evidence to formulate the hypothesis below:

H₃: Entrepreneurship, competence, and autonomy are dimensions (related latent variables) of empowerment of women in the South African tourism sector and can be reliably and validly measured.

2.10 SYNTHESIS

The Chapter began with an introduction of the study's three theoretical research objectives. This was followed by an overview of tourism in the global context and is followed by a discussion on tourism in SA. A discussion on women in tourism was followed by a discussion on the market segmentation variables of women in the SA tourism sector. This section provided the literature and bases for the formulation of section A of the questionnaire (see Appendix 5). Section A of the questionnaire provides the screening and demographic variables for the present study. Based on the literature discussed in section 2.6, the following definitions for the market segmentation variables were developed in the context of the current study.

The present study defines gender as a social construct that categorizes people working in the tourism industry as either masculine, feminine, or neither. Age is a market segmentation variable that groups together women in the tourism sector, based on their chronological date of birth. A domicile province refers to the geographical region or province of residence of women in the SA tourism sector. Positions held by women in the tourism sector are defined as the job title and level of responsibility the job entails based on the discussion and within the context of this study. Based on this discussion and for the purposes of this study, the term "sector of employment" refers to the sector and subsector of the SA tourism industry where women are employed. Education is defined as the level of academic study which women hold in the SA tourism sector. Working experience in this study refers to the duration of a woman's employment in the tourism industry of SA.

Following the market segmentation variable, three key sections were presented that provided an in-depth discussion on the constructs, namely *leadership of WiT*, *motivation of WiT*, and *empowerment of WiT*.

The first section discussed *leadership of WiT* as a construct with *power, mentorship, and development programmes* as the dimensions (related latent variables) of the construct. In the tourism sector, one's leadership qualities are determined by the ability to communicate and relate to diverse people of different backgrounds and cultures. This section was then concluded with a formulated hypothesis (**H₁**).

The second section, an in-depth discussion of *motivation of WiT* as a construct, was discussed. The motivation of women in the tourism sector refers to an internal desire to be persistent in the pursuit of attaining a certain goal and succeeding, with or without remuneration. A discussion of *productivity, engagement, and intrinsic- and extrinsic motivation* as dimensions (related latent variables) of the construct followed. This section was then concluded with a formulated hypothesis (**H₂**).

The third section discussed *empowerment of WiT* as a construct with *entrepreneurship, competence, and autonomy* as the dimensions (related latent variables) to construct. In the context of the present study, the *empowerment of WiT* is the allowance to feel and think freely, to make their own personal and financial decisions, and to have the freedom of access to participate in the economy. This section was then concluded with a formulated hypothesis (**H₃**).

The literature review continues in Chapter 3 with a comprehensive discussion on the relationship between the constructs, *leadership of WiT, motivation of WiT, and empowerment of WiT*, and a discussion on *the barriers to career advancement for WiT*.

CHAPTER 3

LITERATURE REVIEW: BARRIERS TO CAREER ADVANCEMENT FOR WOMEN IN TOURISM

3.1 INTRODUCTION

Chapter 2 provided a discussion on some theoretical research objectives (TRO) of the study, followed by an overview of global tourism in context and tourism in SA. It also included a discussion on women in tourism which was followed by details of market segmentation variables; the latter provides insight into the characteristics of women in the SA tourism sector. This discussion was followed by the three pivotal sections and provided an in-depth literature review on the constructs, *leadership of WiT*, *motivation of WiT*, and *empowerment of WiT*.

The literature review continues in this chapter, and discussions about the relationship between (i) *leadership of WiT* and *motivation of WiT*, (ii) *leadership of WiT* and the *empowerment of WiT*, and (iii) *motivation of WiT* and *empowerment of WiT* are provided. This discussion supports **H₄**, **H₅**, and **H₆** of the current study.

Thereafter a discussion on the *barriers to career advancement of WiT* follows, to provide literature to support **H₇**. Figure 3.1 depicts how the literature review is discussed in this chapter.

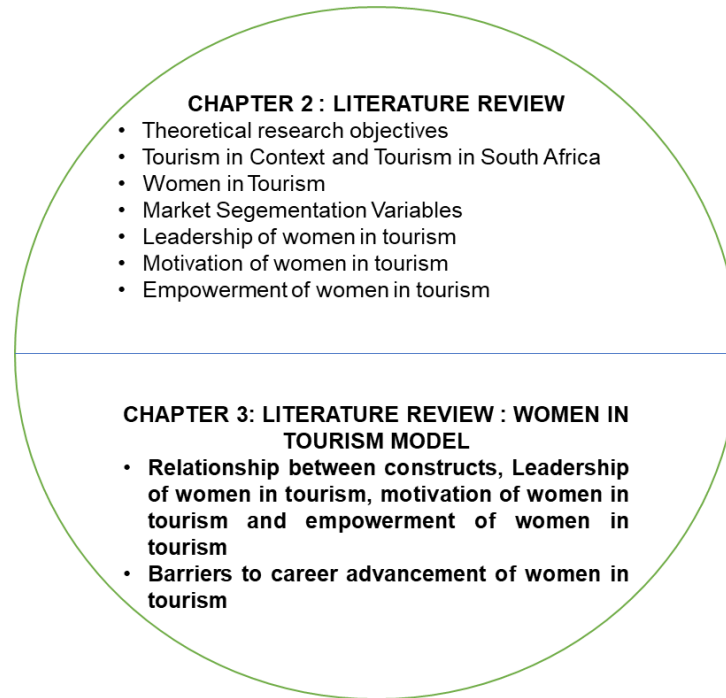


Figure 3.1 Proposed discussion of the Literature review in Chapter 3.

Source: Author's own compilation.

The section commences with a discussion on the relationship between (i) *leadership of WiT* and *motivation of WiT*, between (ii) the *leadership of WiT* and the *empowerment of WiT*, and between (iii) *motivation of WiT* and *empowerment of WiT*.

3.2 THEORETICAL RESEARCH OBJECTIVES

The following TROs were formulated based on the theoretical model depicted in Figure 1.2. These TROs are statistically explored to develop the proposed constructs in this study's context.

TRO4: Explore the nature of the relationship between the latent variables from the *leadership of women in tourism* construct and the latent variables from the *motivation of women in tourism* construct.

TRO5: To explore the nature of the relationship between the latent variables from the *leadership of women in tourism* construct and the latent variables from the *empowerment of women in tourism* construct.

TRO6: To explore the nature of the relationship between the latent variables from the *motivation of women in tourism* construct and the latent variables from the *empowerment of women in tourism* construct.

TRO7: To explore whether barriers to career advancement (family responsibilities, work environment, qualifications, flexible working hours, work from home) differ significantly regarding the latent constructs from the *leadership of women in tourism*, *motivation of women in tourism*, and the *empowerment of women in tourism* constructs.

3.3 RELATIONSHIP BETWEEN LEADERSHIP OF WOMEN IN TOURISM AND MOTIVATION OF WOMEN IN TOURISM

Sections 2.7 and 2.8 of the chapter provide an in-depth discussion on *leadership of WiT* and *motivation of WiT*. It is against this background that the present study is examined and finds theoretical support for the relationship between leadership of WiT, and motivation of WiT.

Employee motivation refers to the extent to which employees are emotionally or psychologically bound to the organisation (Fiaz, et al., 2017). According to Çelik (2017); motivation is one of the most vital tools to bring success to an employee. Employee motivation is a method of achieving unusual goals by having employees go above and beyond the stated organisational goals (Fiaz et al., 2017). This study researched the relationship within the Social Sciences context and examined two perspectives, (i) why women are motivated to take leadership roles and, (ii) how leadership can assist in the motivation of women who pursue leadership positions (Çelik, 2017).

The most important determinant of employee motivation is thought to be leadership style (Fiaz et al., 2017; Robnagel, 2017). Çelik (2017) argues that a leader who knows and understands his/her employees can implement a motivation strategy specific to that employee. According to Fiaz, et al., (2017), Eskiler, Ekici, Soyer, and Sari (2016) when employees are treated with respect and under good leadership, their motivation, performance, innovativeness, and productivity should increase. Companies with stronger leadership, management support, and member motivational practices are more innovative than their competitors (Eskiler et al., 2016). Robnagel (2017) postulates leaders should utilise a goal-

setting theory with an emphasis on the motivational effects of goals, and one which highlights those challenging goals to motivate higher performance.

The current study sought to investigate the relationship between *leadership of WiT* and *motivation of WiT*. An overview of the findings from several prior studies demonstrating this relationship is given in Table 3.1 following a traditional (narrative) literature review.

Table 3.1: Traditional literature review investigating support for the relationship between leadership of women in tourism and motivation of women in tourism.

Researcher	Segment	Findings	Mean/Chi-Square
Fiaz, Su, Ikram & Saqib, (2017).	Business Management – Emerging economies	Leadership styles have an impact on the motivation of employees.	n = 110; Autocratic leadership as a negative impact on employee motivation ($\beta = -.192$; $\rho \leq .005$) Democratic leadership does not have a positive impact on employee motivation ($\beta = .083$; $\rho \geq .164$) Laissez-Faire leadership has a positive impact on employee motivation ($\beta = .079$; $\rho \leq .005$).
Celik, (2017).	Social Sciences	There is a significant relationship between managers' leadership behaviour and employee motivating factors.	A systematic review of the literature provided support for the investigation of this relationship.
Robnagel, (2017).	Business Management	A motivating work environment is co-	A systematic review of the literature provided support for

Researcher	Segment	Findings	Mean/Chi-Square
		created by leaders and employees. Leaders benefit from sharing the task of motivating employees, and employees benefit from the autonomy and connectedness that such co-creation provides.	the investigation of this relationship.
Eskiler, Ekici, Soyer and Sari (2016).	Sports Tourism	Organisational culture is an important factor for innovative work behaviour in tourism organisations.	n = 134; Organisational culture predicts innovative work behaviour: $F_{(2-131)} = 33.775$, $p \leq .05$; Adjusted $R^2 = .33$.

n = number of respondents, β =Beta, p = significance, R^2 = proportion of variance, F = the ratio of two variance
Source: Contributing author.

Results from table 3.1 support the empirical testing of the latent variables from the relationship between *leadership of WiT*, and *motivation of WiT*, especially as theoretical studies support these relationships. Limited research used quantitative research methods, which merits the testing of the relationships using correlation analyses (see sections 2.6 and 2.7). As far as it can be determined, there is a lack of research on the relationship between leadership and motivation of women in the SA tourism sector. As a result, the current research intends to bridge this knowledge gap.

The following hypothesis is proposed against this background:

H₄: There is a significant relationship between the latent variables from the *leadership of WiT* construct and the latent variables from the *motivation of WiT* construct. The following section discusses the relationship between *leadership of WiT* and *empowerment of WiT*.

3.4 RELATIONSHIP BETWEEN LEADERSHIP OF WOMEN IN TOURISM AND EMPOWERMENT OF WOMEN IN TOURISM

Sections 2.7 and 2.9 of the chapter provide an in-depth discussion on *leadership of WiT* and *empowerment of WiT*. It is against this background that the present study is examined and finds theoretical support for the relationship between *leadership of WiT* and *empowerment of WiT*.

According to Saleem, Bhutta, Nauman, and Zahra (2019), the empowerment of employees has become important in today's modern business environment. It is the responsibility of a leader to empower employees, and this in turn leads to increased job satisfaction, improved performance, and productivity (Morgan, 2017; Robnagel, 2017). According to Saleem et al. (2019), Individuals become empowered when they see a match between their leaders' words and actions and, as a result, demonstrate a high level of commitment and performance. A good leader must be able to communicate, work in a team, negotiate, coordinate, motivate, and empower a team in an ever-changing and globalised environment (Segovia-Pérez et al., 2019).

Organisations are moving away from hierarchical management and emphasising the importance of employee empowerment, necessitating leaders who are more concerned with supporting and empowering subordinates rather than directing them (Fong & Snape, 2015; Saleem et al., 2019). Ba (2015) examined leadership and empowerment from a management perspective and found that women want to be empowered, whereas men seek to exert power over others. Women were also found to be more democratic leaders. When leaders change the organisational culture by allowing employees to work autonomously, employees are perceived to be more empowered (Sergovia-Perez, et al., 2019; Batool et al., 2017). Batool, et al. (2017), argue that life experiences have an impact on how empowered women behave. When employees feel empowered by leaders, this leads to a positive opinion of the said

leader and the employee also has a more optimistic association with the organisation (Ba, 2015; Fong & Snape, 2015). According to Sergovia-Perez, et al., (2019) the lack of training in leadership skills, makes women feel less empowered and acts as a barrier for women in seeking leadership roles.

The current study sought to investigate the relationship between *leadership of WiT* and *motivation of WiT*. An overview of the findings from several prior studies demonstrating this relationship is given in Table 3.2, following a traditional literature review.

Table 3.2: Traditional literature review investigation support for investigating the relationship between leadership of women in tourism and empowerment of women in tourism.

Researcher	Segment	Findings	Mean/Chi-Square
Batool, Ahmed and Qureshi, (2017).	Gender Studies	Demographic variables affect a women's level of empowerment.	n = 500 (M _{age} = 35.49, SD = 7.66) with results supporting age, income, paid jobs, and property as predictors of the economic empowerment of women.
Fong and Snape, (2015).	Business Management	Empowering leadership was associated with psychological empowerment at both the individual and group levels.	n = 266; Psychological empowerment mediates the relationships between group empowerment leadership (Y ₀₁ = .16, p ≥ .10) and but not with the within-group empowerment leadership with individual outcomes.
Saleem, Bhutta, Nauman and Zahra, (2019).	Marketing	Individuals become empowered when they see a match between their	n = 532 Leadership and employee empowerment positively affect organisational commitment and

Researcher	Segment	Findings	Mean/Chi-Square
		leaders' words and actions and, as a result, demonstrate a high level of commitment and performance.	employee performance through behavioural intention as mediator. ($\beta = .163$, LLCI: .087, ULCI: .234).
Segovia-Pérez, Laguna-Sánchez and de la Fuente-Cabrero, (2019).	Education and gender studies	Leadership training had a positive motivating effect on women in the field of education.	n = 50, qualitative study, where results suggested practical tools to support leadership knowledge.
Ahn and Bessiere, (2022).	Tourism	Investigated the relationship between participatory leadership and resident empowerment.	n = 758, Results supported a positive link between participatory leadership and resident empowerment ($\beta = .650$, $p \leq .001$).

n = number of respondents, β =Beta, p = significance, *SD*= standard deviation

Source: Contributing author.

The majority of studies cited in Table 3.2 are quantitative where the relationship between *leadership* and *empowerment of WiT* was investigated through inferential statistics, supporting the use of a quantitative research method for this study (see sections 2.6 and 2.9). It is indicative that little research has been conducted in the tourism sector to investigate these relationships. Furthermore, as far as it can be determined, no research has been done in SA on the relationship between *leadership of WiT* and *empowerment of WiT*. As a result, the current work addresses this gap in the body of knowledge.

The following hypothesis was formulated as a result of the literature review undertaken for this study:

H₅: There is a significant relationship between the latent variables from the *leadership of women* construct and the latent variables from the *empowerment of women in tourism* construct.

The following section discusses the relationship between *motivation of WiT* and *empowerment of WiT*.

3.5 RELATIONSHIP BETWEEN MOTIVATION OF WOMEN IN TOURISM AND EMPOWERMENT OF WOMEN IN TOURISM

Empowering employees is an expected duty of all leaders and is believed to be a motivational tactic (Qadir, Saeed & Khan, 2017). The empowerment of employees is often a motivational technique that is used by leaders of organisations to better equip employees for the betterment of the organisation (Qadir et. al., 2017). According to Garcia and Archer (2016), Zhang and Bartol (2010), intrinsic motivation is the key component of empowerment. Intrinsic motivation is said to give an individual the standpoint and control to take responsibility for themselves to move towards a certain goal or objective (Garcia & Archer, 2016). According to Ertac and Tanova (2020) a growing number of women, including those in tourism, have begun to engage in entrepreneurial activities for financial as well as psychological and social empowerment reasons.

Studies on motivation have shown that people with a growth mindset experience more positive emotions, perceive social and personal characteristics as malleable, and consequently have higher levels of empowerment (Rahmi, Achmad, & Adhimursandi, 2020), which is also evident in tourism (Ertac & Tanova, 2020). Individuals who feel enthusiastic and motivated tend to feel more empowered, which leads to a greater feeling of well-being and autonomy (Garcia & Archer, 2016). Women's empowerment is regarded as improving their sense of self-determination and subjective well-being if it is maintained in a tourism organisation (Ertac & Tanova, 2020). Empowerment allows a woman to gain control (political, financial, or social), and this power strengthens their financial and social position (Rahmi et al., 2020) which is also evident in tourism (Vukovic, Petrovic, Maiti & Vujko, 2021). Furthermore, according to Vukovic (2021), women's empowerment is the process by which

women, both individually and collectively, become motivated, well-informed, and goal-oriented actors who take or support initiatives to overcome gender inequality, especially in a tourism organisation.

The current study investigates the relationship between *motivation of WiT* and *empowerment of WiT*. An overview of the findings from several prior studies demonstrating this relationship is given in Table 3.3, following a traditional literature review.

Table 3.3: Traditional literature review investigation support for investigating the relationship between motivation of women in tourism and empowerment of women in tourism.

Researcher	Segment	Findings	Mean/Chi-Square
Rahmi, Achmad and Adhimursandi, (2020).	Business and Management	Employees will automatically be motivated to work within an organisation and will usually increase work discipline if employees in an organisation feel comfortable with the atmosphere and circumstances in the organization.	n = 36; the Hypothesis was not supported by the data.
Zhang and Bartol (2010).	Technology Company	The relationship between psychological empowerment and intrinsic motivation was investigated.	n = 367, the relationship was not supported by the data.
Garcia and Archer, (2016).	Social Sciences	There is a direct relationship between	n = 544; $\beta = .35$, $p \leq .005$.

Researcher	Segment	Findings	Mean/Chi-Square
		motivation on the empowerment of individuals.	
Qadir, Saeed. and Khan (2017).	Business and Tourism	Motivation and employee performance are positively related to each other when employee empowerment is the moderator.	n = 170; Relationship between employee empowerment and motivation is supported ($r = .489$; $p \leq .005$).
Ertac and Tanova, (2020).	Tourism	Women who have a higher growth mindset experience more flourishing, even in unfavourable circumstances, when psychological empowerment is high.	n = 200 $\chi^2 = 759$, $df = 199$, $p \leq .001$.
Vukovic, Petrovic, Maiti and Vujko (2021).	Tourism	Self-employment is the leading motivator of women's empowerment.	n = 513; Results were vague and not well reported.
Ahn and Bessiere, (2022).	Tourism	Investigated the relationship between participatory leadership and resident empowerment.	n = 758, Results supported a positive link between participatory leadership and resident empowerment ($\beta = .650$, $p \leq .001$).

n = number of respondents, β =Beta, p = significance, χ^2 = Chi-square, r = coefficient

Source: Contributing author.

It is indicative from the discussions in Table 3.3 that the relationship between motivation and empowerment was not always supported by the data as in the case of business management (Rahmi, et al., 2020) and a technology company (Zhang & Bartol, 2010). However, the relationship between motivation and empowerment was supported in studies related to the social sciences (Garcia & Archer, 2016), and tourism (Ertac & Tanova, 2020, Qadir, et al., 2017). It is, therefore, necessary to investigate (from the perspective of) the relationship between motivation and empowerment from a woman in tourism, to provide clarity on the theoretical uncertainties of this relationship (see sections 2.8 and 2.9). As far as can be determined, no similar research has been conducted in SA; as a result, the current study attempts to address this gap in the literature by examining the relationship between *motivation of WiT* and *empowerment of WiT*.

Therefore, the following hypothesis is postulated:

H₆: There is a significant relationship between the latent variables from the *motivation of women in tourism* construct and the latent variables from the *empowerment of women in tourism* construct.

The following section discusses the *barriers to career advancement of WiT*

3.6 BARRIERS TO CAREER ADVANCEMENT OF WOMEN IN TOURISM

Barriers are mostly related to an external organisational culture and internal factors such as family life and self-imposed barriers. (Carvalho et al., 2018; Remington & Kitterlin-Lynch, 2018). Patwardhan, Mayya, and Joshi (2016) cite the earlier work of Powell (2000), in which it is claimed that barriers fall broadly into two categories, namely: (i). *Individual centred*, which includes character traits, the lack of key competencies and performances, as measured against the demands of executive roles, and (ii) *Situational centred*, which are barriers within the work and socio-cultural environmental context.

In the Middle East and sub-Saharan Africa, the notion of equal opportunity, equal salaries, and gender equality has not been fully accepted or implemented, which is regarded as a

barrier for women seeking career advancements (Atef & Balushi, 2015; SIGI, 2018). There has not been a formal definition of the *barriers to career advancement for WiT* in SA. As a result, the above definitions of barriers have been provided (by scholars) (Carvalho et al., 2018; Remington & Kitterlin-Lynch, 2018) and used to inform the formulation of a definition of *barriers to career advancement of WiT* in the SA tourism sector. For the context of this study, a barrier or obstacle can represent an internal or external challenge, which is experienced by women in the advancement of their careers in tourism.

In all sectors of the economy, women are affected by barriers to their career advancement, and they often include lack due to family responsibilities and wage inequalities (Laba & Geldenhuys 2018). Datta (2018:1), states that there is an “... invisible door ...” which keeps women at home and limits their opportunities for good jobs. Women are often told, ‘... someone has to take care of the family or the sad reality for many developing countries is that public transportation is not safe and the subtlest of the “... invisible door ...” is, being told, ‘... your place is at home...’ (Datta, 2018). Similar studies in the context of women in the SA tourism sector have not been conducted; consequently, the current study is an attempt to fill this gap. As a result, the current study looked into the barriers to women's advancement in the tourism sector in SA. The selected dimensions of family responsibilities, work environment, qualifications, flexible working hours, and work from home were supported by relevant empirical literature, and their inclusion has been thoroughly discussed in relation to empowerment and tourism studies.

Family responsibilities (see section 3.6.1), *work environment* (see section 3.6.2), *qualifications* (see section 3.6.3), *flexible working hours* (see section 3.6.4) and *work from home* (see section 3.6.5) is discussed as dimensions to the categorical *variable barriers to career advancement of WiT*.

3.6.1 Family responsibilities

Family duty is a social construct that refers to the tasks and roles that people play in their families (Masipa, 2015). According to Dich, Lund, Hansen, and Rod (2019), one of the most important family tasks is providing care for children, as well as sick or elderly family members,

which is referred to in the literature as informal caregiving. Saruan, Yusoff, and Fauzi, (2019) describe family responsibility, which must include working people's responsibilities to their children, as well as caring for other family members such as parents, siblings, aunts, and uncles. In the context of the tourism sector, family responsibility is the financial and care responsibility a woman has toward his/her immediate family, which can also include extended family members.

In many cultures, gender stereotyping has meant that women are understood to be nurturers and caregivers. This often causes women to have less career ambition and find it tough to balance work and family life (Atef & Balushi, 2015; Basurto-Barcia & Ricaurte-Quijano, 2017; Deen et al., 2016; Sergovia-Perez et al., 2019). According to Mckenna, Verreynne, and Wadell (2016), work and family responsibilities are often in conflict, and more so for women. Women often feel stressed, which is caused by juggling multiple roles, and this can lead to them feeling guilty about neglecting their spouse and children. Women often opt out of work when they perceive their careers are in conflict or incompatible with family responsibilities (Laba & Geldenhuys, 2018). Kumara (2017), claims that women often struggle to make difficult career decisions based on family responsibilities and suggests that tourism is the ideal employment creator for women who need to work, whilst accommodating their roles as wives and mothers. As far as can be found, no studies on the effects of family responsibility on women in the tourism sector in SA have been done. As a result, the current study aims to fill this gap in the literature.

3.6.2 Work environment

The work environment is described as shared knowledge, motivation, procedural standards, and advancement that encourages employees to produce more creative concepts (Tsai, Horng, Liuc & Hub, 2015). Furthermore, a smart work environment is a physical work environment that senses information about the environment and the people who work in it and then acts on that information (Appel-Meulenbroek, Brugmans, Kemperman & Dinnissen, 2019). The work environment of women in the tourism sector can be described as the surroundings in which women work, it includes aspects such as physical condition, office equipment, and office procedures (Money-zine, 2019). From a woman in tourism perspective,

work environment refers to organisational culture in which women employees relate to each other and their world view on the allocated duties. In tourism, sector employees execute their duties around the clock, during which they have to continually communicate with clients from different parts of the world in different time zones.

Women in the workplace are faced with inequalities, and sexism and are marginalized; this slowly influences a women's psyche, destroying their self-worth, self-confidence, creative thinking, and autonomy (Basurto-Barcia & Ricaurte-Quijano, 2017). Sergovia-Perez et al., (2019) state that, unlike men's careers, women's careers rarely follow a linear path; instead, the usual path encompasses numerous phases and turning points, and is heavily influenced by family events and decisions. According to Kumara (2017), role stereotyping inhibits capacity and blocks a woman from a career from inception and this creates a barrier for career orientated women. The travel and tourism industry is predominantly an industry which is shaped by male values, and women hold positions such as kitchen aids, housekeepers, and cooks, which is often an extension of their in-home domestic chores (Boley et al., 2017; Sergovia-Perez et al., 2019). Discrimination such as sexism, femicide, gender stereotyping, and gender inequalities can become so entrenched that women start believing this as a norm or choose to remain silent (Basurto-Barcia & Ricaurte-Quijano, 2017; Remington & Kitterlin-Lynch, 2018). As far as can be found, no research on the effects of the work environment on women in the tourism sector in SA has been done. As a result, the current study aims to fill this gap in the literature.

3.6.3 Qualifications

Qualifications refer to the academic certifications and degrees which an individual has acquired (Ishola, Adeleye & Tanimola, 2018). Qualification is the official outcome of a process of evaluation and validation, such as certification, gained when a competent organisation determines that an individual has met particular learning objectives and/or has the requisite abilities to do a job in a certain field of employment. (Telha, Ribeiro, Páscoa & Tribolet, 2015). The early definition of educational qualification, as referred to by the OECD (2013) relates to degrees, diplomas, certificates, professional titles, and so forth that an individual has acquired, whether by full-time study, part-time or private study, whether conferred in the home

country or abroad, and whether conferred by educational authorities, special examining bodies or professional bodies. Qualifications are the certification of competency of an individual within a specific field of study. With reference to this study, tourism qualifications such as tourism management, events management, cabin crew training, hospitality management, and other courses shape individuals' competencies and abilities in executing their tasks in the tourism industry (Palenčíková, & Repáňová, 2017).

According to Slifka (2017), a lack of qualifications and experience can be understood to be a key barrier to career advancement. Islam (2015) agrees that the lack of qualifications and a mismatch of skill sets can prove to be a stumbling block for women wishing to advance their careers. Islam (2015) found a strong correlation between women who had tertiary qualifications and women in top management positions. The tourism industry is no different, many women lack the basic educational and technical skills which can propel them from lower-level employment to management, or even managing their businesses (Deen et al., 2016). There appears to be a paucity of literature on women's qualifications in the SA tourism sector, and this study aims to fill this gap.

3.6.4 Flexible working hours

Flexible working hours refer to working hours that are either staggered or can also include flexible time arrangements (Mazzucchelli, 2017). The flexibility of working hours, defined as the mechanism by which corporate needs are adapted to employee needs, encourages the blending of work and family life, not just for the sake of the workforce's safety and health, but also for the sake of broader interests (Garcia, 2016). Flexible working hours are the umbrella term used to describe any work role that breaks the traditional norm of a rigid 9-to-5, five-day week structure (Burnford, 2019). In the context of this study, flexible working hours refer to an arrangement between an employer and women working in the tourism sector, which allows women the freedom to choose their working hours.

According to Carbajal (2018), women often give up their careers due to the inflexibility of an organisations' work schedule because this can often clash with the dual role many women have. Flexible working hours, according to Fuller and Hirsh (2018), challenge the notion of the

ideal worker. Traditionally women are encouraged to adapt their working hours after becoming a mother (Fuller & Hirsh 2018). The dual role women assume brings additional pressure, and organisations should consider allowing employees flexible working hours or even work from home alternatives (Remington & Kitterlin-Lynch, 2018). The study by Mazzucchelli (2017), found that flexible working hours had a positive effect on work-life balance, and organisations that implemented flexible working hours, had greater efficacy and had less staff turnover. As far as can be determined, no study has been undertaken in SA on the implications of flexible working hours on women in the tourism industry. As a result, the current research intends to bridge this knowledge gap.

3.6.5 Work from home

Working from home necessitates autonomy over working hours, home space planning, and time and space allocation negotiations among family members (Farrell, 2017). It must be noted that this study was conducted during the pandemic, a period during which employees had to work from home. The notion of women working from home, as opposed to the normal 9 to 5, was also investigated in the context of women in tourism.

Working from home is described as persons who work from home or another location of their choice other than the workplace for a fee paid by the employer (Reshma, Aithal & Acharya, 2015). Work from home, often known as "telecommuting", is the option that a company provides to its workers to work remotely (from home or another location other than the physical site of the workplace) using the internet, telephone, or other information and communication technologies (Singh, Kumar & Varghese, 2017). In the context of the present study, work from home refers to an arrangement between the employer and women working in the tourism sector, allowing women to complete work-related tasks in any other environment, other than the premises of the organisation. Considering the needs of the tourism sector's clientele, employees are often required to work on a shift basis (Remington & Kitterlin-Lynch, 2018). As stated earlier, during the pandemic and forced lockdown, employees, including those in tourism, were required to work from home. Companies were obliged to re-evaluate their work policies as a result of the COVID-19 pandemic, to secure their continuing survival (Vyas & Butakhieo, 2021).

Flexibility to work from home and combining employment with family responsibility reduce commute times and assist women in managing fatigue and distractions which could hamper productivity (Fuller & Hirsh 2018). According to Laba and Gendenhuys (2018), South Africa has the highest levels of single households in Africa, and organisations need to recognise this fact and find ways to provide fair employment opportunities for women, especially for women assuming multiple roles. Organisations that fail to address work-family needs are faced with high levels of absenteeism, an increased disassociation with the organisation, and a decrease in quality and efficiency of performance, which results in reduced productivity (Laba & Gendenhuys 2018).

The literature reviewed fails to investigate why women experience barriers to career advancement and how barriers to family responsibility, work environment, and lack of qualifications can be mitigated in the tourism industry (Remington & Kitterlin-Lynch, 2018). The study investigates whether barriers exist for women in the SA tourism sector and ascertain methods to mitigate these barriers. if they exist.

Based on the above discussion, there is sufficient theoretical evidence to formulate the hypothesis below:

H₇: Barriers to career advancement (family responsibilities, work environment, qualifications, flexible working hours, work from home) differ significantly regarding the latent constructs from the *leadership of women in tourism*, *motivation of women in tourism*, and the *empowerment of women in tourism* constructs.

3.7 SYNTHESIS

This chapter began with discussions on the relationships between *leadership of WiT* and *motivation of WiT*, between *leadership of WiT* and the *empowerment of WiT*, and between *motivation of WiT* and *empowerment of WiT*.

The relationship between *leadership of WiT* and the *motivation of WiT* was discussed by providing literature from business management, social sciences, and tourism in support of the

proposed empirical investigation of this relationship. Theoretical evidence supported this qualitative study to formulate hypothesis **H₄**.

The relationship between *leadership of WiT* and *empowerment of WiT* was discussed by providing literature from business management, gender studies, marketing, and education to provide background to this relationship. Following the traditional literature review, no studies investigating this relationship in a tourism context were found. This lack of research in tourism and the consequent support from studies in other disciplines supported the formulated hypothesis **H₅**.

The relationship between *motivation of women in tourism* and *empowerment of women in tourism* was discussed by providing literature from business management, gender studies, marketing, and education to provide a background to this relationship. This section concluded with the formulated hypothesis **H₆**.

The discussions of the relationships were followed by a discussion of the categorical variable *barriers to career advancement of WiT* and its dimensions, *family responsibilities* (see section 3.6.1), *work environment* (see section 3.6.2), *qualifications* (see section 3.6.3), *flexible working hours* (section 3.6.4) and *work from home* (section 3.6.5). The effect of these barriers are to be investigated against the latent variables from the three constructs.

This section concluded with the formulated hypothesis **H₇**. Chapter 4 provides a discussion of the study's research design.

CHAPTER 4

RESEARCH DESIGN AND RESEARCH METHODOLOGY

4.1 INTRODUCTION

The theoretical discussion in Chapters 2 and 3 confirmed the importance of researching the *barriers to career advancement for WiT* in the SA tourism sector. Chapter 3 emphasized the importance of conducting studies to investigate the relationships between the dimensions of (i) *leadership of WIT* and *motivation of WIT*, between (ii) the *leadership of WIT* and the *empowerment of WIT*, and between (iii) *motivation of WIT* and *empowerment of women*.

This chapter discusses the study's research design in terms of the research approach and method. A research design is a detailed plan that directs a study's response to the research questions and hypotheses that have been developed (McMillan & Schumacher, 2014). The research design of the study was used to answer the formulated research hypothesis provided in Chapters 2 and 3.

Figure 4.1 illustrates the elements of the present study's research approach and research method.

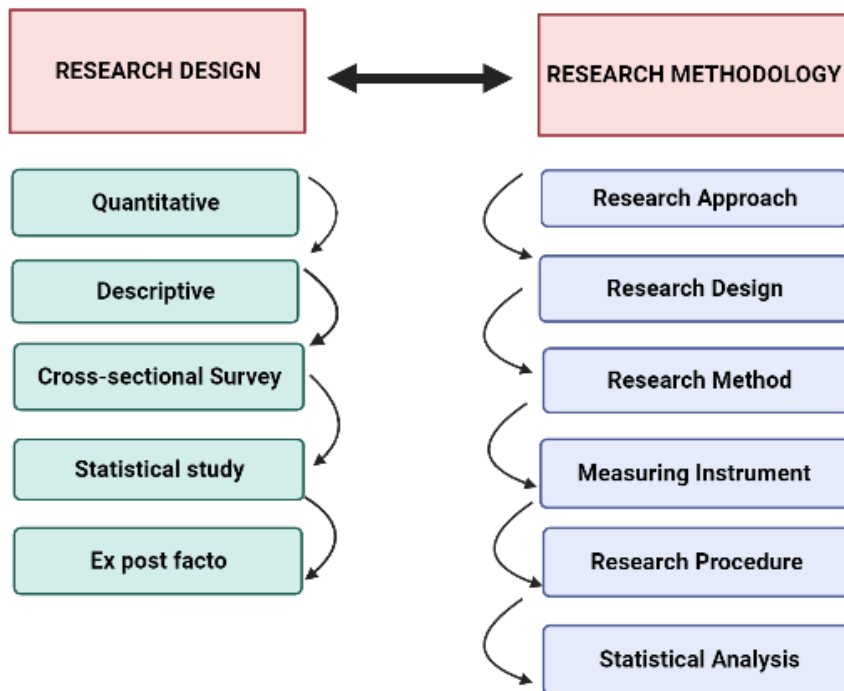


Figure 4.1 Research design and methodology elements for the current study.

Source: Contributing author.

4.2 RESEARCH APPROACH

The researcher used a feminist, constructivist research approach to support the research epistemology. Supporters of constructivist research pursue a thorough knowledge of a subject and investigate how to comprehend the environment in which they live (Rahi, Alnaser & Ghani, 2019). According to Ardovini-Brooker (2002), feminist epistemology, in contrast to traditional epistemologies, forms the basis on which feminist methodology is developed. Feminist epistemology resolves that a woman's knowledge differs from traditional research, which is usually androcentric (Ardovini-Brooker, 2002). Walliman (2018) claims that feminist research is conducted with a political commitment to identify and change gender relations, but it is not the only kind of social research that is political; rather, it exposes all forms of social study as political. According to Figueroa-Domecq and Segovia-Perez (2020), the use of a gender perspective in the evaluation of tourism has revealed significant variations between men and women, for a wide range of concerns (e.g., employment, entrepreneurship, and

demand). The social construction of gender and social preconceptions often make this distinction disadvantageous for women (Figuroa-Domecq & Segovia-Perez, 2020). Understanding the causes of this limited application of feminist theories in the tourism sector is a significant subject in the analysis of the development of this field of knowledge.

4.3 RESEARCH DESIGN

A research design is a systematic approach to the management of research (Cohen, Manion, & Morrison, 2018). To effectively answer the research question, the approach entailed the development of the questionnaire and the collection of data, through which empirical evidence was collected (McMillan & Schumacher, 2014).

The present research was conducted during the period of the Coronavirus (COVID-19), which was declared a global pandemic by the World Health Organisation (WHO) (Posel, Oyenubi & Kollamparambil, 2021). The research design was a quantitative study and was descriptive in nature, which allowed for the opportunity to investigate the barriers to career advancement of women in the SA tourism sector. The term "descriptive method of research" refers to the category of research that seeks to learn more about a phenomenon's current state. This kind of study aims to present a precise profile of things, people, or occasions (Rahi, 2019). The quantitative design allows the research to be objective and generalisable to a larger population (Maree, 2016).

According to Östlund, Kristofferzon, Wadensten, and Häggström (2015), a descriptive study's objective is to examine, observe, and describe a situation, sample, or variable, as it naturally arises without the intervention of the researcher. Exponential non-discriminative snowball sampling was used to gather participants for the study. An online questionnaire was administered via email and social media platforms; this was to comply with the Unisa COVID-19 ethics guidelines as the study involved human participants.

The time dimensional descriptor was a cross sectional survey, and the topical scope was a statistical study using women who were actively employed in entry (lower) and higher management positions in the SA tourism sector, within a field setting research environment.

Furthermore, the study was ex post facto research, as the researcher had no control over, and was not able to, manipulate the variables (Cooper and Schindler, 2018; Walliman, 2018). The following section discusses the limitations of the selected research design.

4.3.1 Limitations to the chosen research design

As indicated in Section 4.3, this study was descriptive in nature and favoured a quantitative research approach over qualitative research approach and mixed method research methodologies. In her study, Mooney (2020), argues that gender researchers should structure their data using a paradigm because it can be difficult to identify both overt and covert gender practices. The questionnaire was designed using a Likert response scale which limited participants' responses and limited the opportunity for participants to express their views or opinions.

The study was initially aimed at women in the Western Cape tourism sector, but due to the COVID-19 pandemic, the responses were limited. Many women in the tourism industry now found themselves retrenched, unemployed or accepted employment in other industries. In addressing the limitation, an application was made to the UNISA Ethics committee to allow the study to be conducted in all nine provinces of SA. The questionnaire URL link (<https://survey.unisa.ac.za/index.php/389115?l>) was sent out via email, WIT chapters in SA, and shared via LinkedIn (<https://www.linkedin.com/groups/9065913>). The questionnaire link was also posted on Facebook and Twitter.

4.4 RESEARCH METHOD

As depicted in Figure 4.1, the proposed research methodology for this study is discussed in terms of the sampling procedure, measuring instrument, research procedure, and statistical analysis.

According to Melnikovas (2018), methodology is a universal research strategy that defines which method of research should be assumed. Kalu (2018) claims that a person engaging in quantitative methods often believes that qualitative research is less of a scientific investigation than quantitative research. Daniel (2016) states that research is an essential part of

postgraduate studies and that students view knowledge of research methodologies as a key factor to the success of their studies. Atef and Balushi (2015) and Boley et al., (2017) studied entrepreneurship and empowerment of WIT respectively, and both authors chose to use surveys to collect the data for their studies; however, they chose to administer the survey face to face.

The motive for this research methodology was due to the UNISA COVID-19 regulations, which limited face to face contact as a means to collect primary data. Primary data for this study was thus collected from women who were actively employed in entry level to upper management within the destination marketing organisations (DMO), hospitality, business tourism, travel agency, and tour operators' industries throughout SA. The method that was adopted is explained in the sections that follow.

The respondents, namely women in the SA tourism sector, and the sampling procedures are discussed in the following section.

4.4.1 Respondents and Sampling

Respondents and sampling are discussed under the following subheadings (i) target population, (ii) sampling method, (iii) sample size, and (iv) sample procedure.

4.4.1.1 Target Population

A population refers to a "... complete set of events, people, or things to which the research findings are to be applied" (Bless, Higson-Smith Sithole, 2016:394). All individuals or objects that one desires to understand collectively, are referred to as the population, whereas sampling is the act of choosing a subset of the population for study (Rahi et al., 2019; Walliman, 2018). Studies have revealed (Fawzy, 2010; George, 2010) the difficulty of determining the population size in tourism research. According to STATSA (2019b), before the COVID-19 pandemic, women made up a total of 41% of individuals employed in the tourism industry. The target population for the present study was entry level to upper management women who were actively employed in the SA tourism sector. The necessary permissions and ethical clearances were obtained from the institution (UNISA) (Ref#

2020_CEMS_DAM_016) (Appendix 2) prior to sending the URL link <https://survey.unisa.ac.za/index.php/389115?l>) to respondents.

4.4.1.2 Sampling

Bless et al., (2016) describes sampling as a technical means which can be used to explain the collection of information, and which allows for the restriction or exclusion of a set of objects or persons from the information. According to Maree (2016), sampling suggests techniques that can be used to draw a scientific portion of a population in a random manner, which is then representative of the specified population as a whole. Sampling is the process of choosing a small number of cases from a larger group (Walliman, 2018). Exponential non-discriminative snowball sampling was used for this study, as potential participants were difficult to find. When it comes to gaining access to difficult-to-reach populations, snowball sampling has become a popular method of recruiting respondents (Parker, Scott & Geddes 2019). Purposeful snowball sampling was used in the study by Black et al., (2015) to collect the perceptions of motivation among federal workers in the United States of America (USA). Matiza and Slabbert, (2021) utilised snowball sampling to ascertain the perceived risks and subjective safety in tourism in the era of the COVID-19 pandemic.

Boley et al., (2017) used systematic random sampling to gather responses for their self-administered questionnaire. In exponential non-discriminative snowball sampling, it is assumed that the first participants to the sample cluster would provide multiple referrals to the study (Bless et al., 2016, Rahi et al., 2019). Each referral would then complete the survey to collect primary data until enough data is collected. The sampling method was selected due to the inability to estimate the population size of women working in the SA tourism sector. The Pre-COVID-19 pandemic statistics provided by Statistics SA (STATSA), provided insight into employment trends by sector and race but did not provide information on the position held by WIT (STATSA 2019b). The National Department of Tourism was approached for assistance with the target population, namely women in the SA tourism sector. However, the department was unable to provide an estimate of the number of women in management in the SA tourism sector (Evidence available on request).

4.4.1.3 Sample Size

The current study required a minimum sample size of 250 respondents. This total was based on 49 research items, which were obtained from the theoretical research framework. Section A, which contained the screening questions, and section F, an open-ended inquiry question requiring respondent comments, were not included due to the limited responses. Hair, Hult, Ringle, Sarstedt, Danks, and Ray (2021) and Rahi (2018) claimed that the sample size that should be collected, should be five times more (minimum) or ten times greater (maximum) than the items that need to be investigated in research, that requires a factor analysis process to evaluate the dimensionality for the applied items. However, according to a study by Tabachnick and Fidel (2013), the ideal sample size for factor analysis research is 200 valid responses. Hair et al., (2021) recommended collecting 5 to 10 responses per questionnaire, item to ensure the reliability of the results. The current study had a sample size of 250 respondents. Guidelines from Hair et al., (2021) would be followed to collect between 5 to 10 responses per questionnaire item, to ensure the reliability of the results. $49 \text{ items in questionnaire} \times 5 \text{ responses per item} = 245 \text{ responses} / 5 \text{ groups} = 49 \text{ responses per group}$. The collected data were analysed using IBM SPSS V 28. The data analysis method used descriptive statistics, Principle component analysis (PCA) to perform the exploratory factor analyses (EFA), Pearson's correlation, Spearman rho, and the Mann U Whitney test.

The following section discusses the justification for using a questionnaire.

4.4.3 Justification for using a questionnaire

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, able to be administered without the presence of the researcher, and often comparatively straightforward to analyse. As there were no existing questionnaires, a new questionnaire was developed for the current study, which met the research criteria of the study (McMillan & Schumacher, 2014). The study employed a validity and reliability test to ensure freedom from error of the questionnaire (Barron & Kenny, 1986; Yaddanapudi & Yaddanapudi, 2019). According to Aguinis and Pierce (1998) and Chang and Polonsky (2012), the research instrument should be validated for its reliability, validity, and correlation with the research constructs.

The following is an explanation of the measurement instrument utilised.

4.5 MEASURING INSTRUMENT

This study employed survey-based research methodology, with an online survey serving as the measurement instrument. Maree (2016) postulates, that by using questionnaires or interviews with known populations, survey research evaluates the current situation, opinions, beliefs, and attitudes. According to Mellinger and Hanson (2020) latent constructs, which are well-defined, theory-based concepts that yield testable hypotheses, can be assessed using surveys. Good research questions usually stem from the researcher's enthusiasm, ethics, and knowledge (Kalu, 2018). The current study's online questionnaire was created following an extensive traditional literature review, that included the development of well-defined constructs.

Lime Survey was the selected application to create the online questionnaire. The online questionnaire comprised of the following sections: Section A was designed to screen participants to ensure they possessed the necessary female characteristics to achieve the study's goal. Section B was created to investigate the *leadership of WIT* construct, and Section C was created to investigate the *barriers to career advancement of WIT* construct. Section D investigated the construct *motivation of WIT*, while Section E assessed the construct *empowerment of WIT*. Section F allowed participants to share ideas on how WIT could be supported to advance in the workplace. All survey questions were formulated using the 7- point Likert- scale intensity, which was anchored at extreme poles. Likert-type scales can be used to measure latent constructs such as attitudes, knowledge, perceptions, and values, in a variety of applications to (Mellinger & Hanson, 2020). A pilot study was conducted between February 2021 and March 2021 to guarantee the validity and reliability of the research questionnaire. A detailed discussion follows in section 4.6.3.

4.5.1 Screening questions and Market Segmentation variables

Screening questions were developed to reduce the possibility of sample selection errors and to ensure that respondents met the requirements for participating in the survey (Cooper & Schindler, 2013). Section A of the questionnaire posed to gather the female characteristics or

the market segmentation variables (section 2.6) of the target population. Question A1 of Section A asked respondents to identify their chosen gender (section 2.6.1); this question served as the screening question for the online survey. This screening question prevented male respondents from completing the online survey due to the study's focus on women in the SA tourism sector. Questions A2 to A7 of Section A collected data regarding age (section 2.6.2), province domiciled (section 2.6.3), position held in the tourism sector (section 2.6.4), sector of employment in the tourism sector (section 2.6.5), level of education (section 2.6.6) and work experience (section 2.6.7). Section A in Appendix 5 (complete questionnaire) provides the screening question (A1) and the market segmentation variables of WIT (A2 – A7).

The discussion in the following section focuses on how sections B, C, D, and E of Appendix 5 namely, *leadership of WIT*, *barriers in career advancement of WIT*, *motivation of WIT*, and *empowerment of WIT*, were conceptualised. The discussion of each of these constructs emphasises (i) the instrument's construction, (ii) reliability and (iii) validity, and (iv) the justification for the inclusion in the final conceptual framework.

4.5.2 Construction of the leadership of WIT instrument

The *leadership of the WIT* instrument was selected to gain insight into leadership for WIT, as discussed in section 2.7. Power (Fritz & Knippenberg, 2017), mentorship (Carbajal, 2018), and development programmes (Angelovska, 2019; Frkal, 2018) were noted as dimensions of the instrument, for measuring women's leadership in the tourism sector. To reach the objective of the research, it was necessary to comprehend each dimension. Therefore.

- (1) Power was discussed in detail in section 2.7.1 of this research study.
- (2) Mentorship was discussed in detail in section 2.7.2 of this research study.
- (3) Development programmes were discussed in detail in section 2.7.3 of this research study.

An outline of the *leadership for WIT* instrument questions, which were presented to respondents, is found in Section B of Appendix 5 (full questionnaire). Items were arranged into questions with a 7-point Likert response scale in order to meet the study's research objectives. The Likert scales were anchored at the extremes, for example, "Are women

required to negotiate for leadership roles in the tourism workplace?" The required response options were, "No negotiation" (1) to "More negotiation" (2). In section 4.6.1.3, the use of a Likert scale is explained in further detail.

4.5.2.1 Reliability of the leadership of WIT instrument

Zikmund, Babin, Carr, and Griffin, (2013) outline reliability as an indicator, which measures internal consistency. McMillan and Schumacher (2014), and Yaddanapudi and Yaddanapudi (2019) further note that reliability focuses on the questionnaires' amount of freedom of error, while validity focuses on the questionnaires' capability to measure what is required to be measured, based on the given research objectives.

All three components, namely power, mentorship, and development programs were included in the 14-item leadership of women instrument. The *mentorship* dimension included five items, the *power* dimension had five items, and *development programs* included four items.

Carabal (2018), Debebe et al., (2016), Perkov et al. (2016), Raffo and Clark (2019) and Samo et al., (2019), investigated leadership from a business management and gender studies perspective, and not from a tourism perspective. All the cited studies were qualitative in nature and only one quantitative study by Fiaz et al., (2017), indicated reliability for its leadership dimensions, ranging between 0.68 to 0.89. This study presented a new measurement instrument for women in leadership in the tourism sector, based on a comprehensive literature review. The overall parameters for the present study's measurement instrument corresponded to 0.75 on the Cronbach's Alpha scale, which is well within the reliability range as proposed by Faiz et al., (2017). As a result, the women in leadership measurement instrument variable with higher Cronbach Alpha coefficients ensures consistency and reliability, as suggested by Pallant (2020).

4.5.2.2 Validity of the leadership of WIT instrument

Validity refers to the degree to which the results of the study are likely to estimate the truth for the participants enlisted in a study (Khan, Kunz, Kleijnen, & Antes, 2011). Construct validity denotes the use of multiple, heterogeneous indicators which increases the probability of

effectively identifying the construct of interest (Yaddanapudi & Yaddanapudi, 2019; Zikmund et al., 2013). In addition to encompassing the more superficial criteria of validity, which is the degree to which the items in a survey seem relevant to a reader familiar with the construct being assessed, content validity indicates the extent to which a survey covers all facets of a construct (Mohajan, 2017).

Due to an uncertainty in the number of women in management, many researchers have chosen an empirical approach to examine women in leadership in the tourism industry (Debebe et al., 2016; Jenni, 2017; Perkov et al. 2015). No valid material was accessible for the newly created *leadership of WIT* instrument.

4.5.2.3 Rationale for including leadership for WIT instrument

The justification for adding the leadership of WIT in the conceptual framework creation of the current research is given in section 1.2.2, which also addresses barriers that impede the career advancement of WIT in the SA tourism sector. Sections 2.7.1, 2.7.2, and 2.7.3 discuss the use of the dimensions of *leadership of WIT*, power, mentorship, and development programs, in relation to the development of the conceptual framework. According to cited scholars, these factors were considered when developing the measurement development tool (see sections 2.7.1, 2.7.2, and 2.7.3). By including *leadership of WIT* in the current study, a more comprehensive assessment of the *barriers to career advancement for WIT* in the SA tourism sector could be investigated.

4.5.3 Construction of the Motivation of WIT instrument

This measurement tool was influenced by the discussion in section 2.8 of the study, and was influenced by several academics, including Carbajal, (2018); Fiaz et al., (2017); Jenni, (2017); Laba and Geldenhuys, (2018); Margol, (2015) and Stefko et al., (2018), among others. This measurement tool measures the respondent's motivation as a WIT.

The *motivation of WIT* Instrument was developed, following a review of the literature. There was a total of 16 items, each with a seven-point Likert scale. For the current research to succeed, it was crucial to comprehend each dimension. Therefore;

- (1) *Productivity* was discussed in section 2.8.1,
- (2) *Engagement* was discussed in section 2.8.2,
- (3) *Intrinsic Motivation* was discussed in section 2.8.3,
- (4) *Extrinsic Motivation* was discussed in section (2.8.4).

The Likert response scale for section D of the questionnaire varied and included responses such as, “Do not agree to “Definitely Agree”, “Not important to “Very important” and “Not immersed at all” to “Definitely immersed” (Grondin & Blais, 2010). Appendix 5 (full questionnaire), section D, contains an outline of the *motivation of WIT* instrument questions that were presented to respondents.

4.5.3.1 Reliability of the motivation of WIT instrument

There were limited reliability statistics available for the newly created motivation of WIT construct, as all the cited studies were qualitative. A detailed literature review (see section 2.8) that identified numerous aspects of motivation of WIT, led to the creation of this measurement tool. The instrument's reliability was evaluated in this investigation.

4.5.3.2 Validity of the motivation of WIT instrument

The traditional literature review in Chapter 2 provided the validity for the newly created *motivation of WIT*. EFA was used to evaluate the validity of the productivity, engagement, intrinsic motivation, and extrinsic motivation dimensions of the motivation of WIT construct (refer to section 2. 8).

4.5.3.3 Rationale for including motivation for WIT instrument

The inclusion of female motivation in tourism in the conceptual framework of the current study is justified in Section 1.2.3. As dimensions of *motivation for WIT*, productivity, engagement, intrinsic motivation, and extrinsic motivation, were discussed. The quoted academics (sections 2.8.1, 2.8.2, 2.8.3, and 2.8.4) state that these elements were considered when creating the measurement development tool. By integrating *motivation of WIT* in the current study, a more complete assessment of the *barriers to career advancement for WIT* in the SA tourism sector may be achieved.

4.5.4 Construction of the empowerment of WIT instrument

14 components make up the *empowerment of the WIT* Instrument. The empowerment thereof was chosen to assess the degree of women's empowerment in the SA tourism sector, as stated in section 2.9. As dimensions of women's empowerment in tourism, entrepreneurship (Singh, 2018), competence (Buller, 2017), and autonomy (Vaz et al., 2016) have been discussed (Jena, 2018; Raghunandan, 2018). For the current research to succeed, it was crucial to comprehend each dimension. Therefore;

- (1) *Entrepreneurship* was discussed in section 2.9.1.
- (2) *Competence* was discussed in section 2.9.2.
- (3) *Autonomy* was discussed in section 2.9.3.

Section E of Appendix 5 (full questionnaire) contains a summary of the questions from the empowerment Instrument, that were asked of respondents. To achieve the goals of the study, the items were grouped into questions with a 7-point Likert scale. Likert scale responses ranged from "Not able to" to "Definitely able," "Not important at all" to "Very important," and "No ability to manage risk at all" to "Ability to handle risk" (Grondin & Blais, 2010). These were just a few examples of the responses available for section E of the questionnaire.

4.5.4.1 Reliability of the empowerment in tourism instrument

For the newly generated construct *empowerment of WIT*, there were no reliable data available, as the cited studies were qualitative (Chatterjee, 2018; Jena, 2018; Noronha and Guimarães, 2017). This measurement tool was developed as a consequence of a thorough literature review (see section 2.9), which identified various dimensions of women's empowerment in the tourism sector. In this study, the instrument's reliability was examined.

4.5.4.2 Validity of the empowerment in tourism instrument

The traditional literature review in Chapter 2 provided the validity for the newly created *empowerment of WIT* instrument.

4.5.4.3 Rationale for including empowerment for WIT

Section 1.2.4, which also addresses the *empowerment of WIT*, provides justification for the inclusion *empowerment of WIT*, in the conceptual framework creation of the current research.

The dimensions of *empowerment of WIT*, entrepreneurship, competence, and autonomy are discussed in Sections 2.9.1, 2.9.2, and 2.9.3 in relation to the development of the conceptual framework. These factors, according to the cited scholars (in this study), were considered when developing the measurement development tool (see sections 2.9.1, 2.9.2, and 2.9.3). A more comprehensive assessment of the *barriers to career advancement for WIT* in the SA tourism sector. could be realised by including *empowerment of WIT* in the current study.

4.6 RESEARCH PROCEDURE

The research procedure for this study is discussed in terms of obtaining permission to do the research, the fieldwork process, fieldworker use, and sample bias. The first topic covered is obtaining permission to perform the research.

4.6.1 Questionnaire Development

This study's questionnaire was created using the questionnaire-development process outlined by McMillan and Schumacher (2014). According to McMillan and Schumacher (2014), the appropriateness of the research questionnaire is crucial in quantitative research designs. The literature review informed by the research gap served as the foundation for the development of the questionnaire (McMillan & Schumacher, 2014), intending to answer the research questions. As there was no specific scale in the related literature, the questionnaire used in the study was developed through pilot tests using the theoretical studies' articulations (Barron & Kenny, 1986; Yaddanapudi & Yaddanapudi, 2019,). In some ways, this research paves the way for the development of a previously unavailable scale in the field of WIT (Pamukcu & Sariisik, 2021).

Figure 4.2 outlines the steps involved in the process of developing a new research questionnaire.

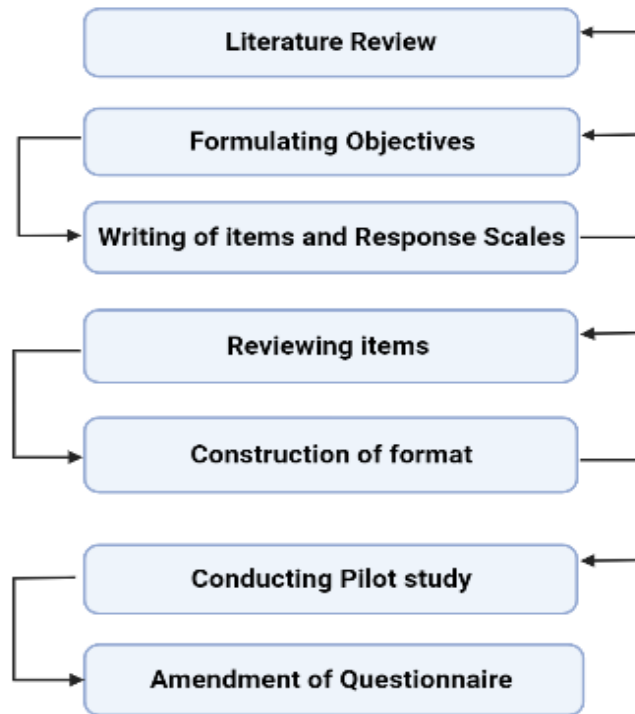


Figure 4.2 *The process of developing a new research questionnaire.*

Source: Contributing author.

The process that was followed to develop the new research questionnaire is discussed according to the steps outlined in Figure 4.2

4.6.1.1 Literature Review

According to Cohen et al., (2018) Yaddanapudi and Yaddanapudi (2019), the first step of instrument development, is to determine the constructs which need to be measured, and this can be done through an extensive literature review. A comprehensive literature review was undertaken based on the constructs namely, barriers to career advancement (Carbajal, 2018; Datta, 2018; Kumara, 2017; Laba & Geldenhuys, 2018), *leadership of WIT* (Angelovska, 2019; Carbajal, 2018; Fritz & Knippenberg, 2017; Frkal, 2018), *motivation of WIT* (Amah, 2018; Jenni, 2017; Jonic, 2018; Margol, 2015; Reijseger et al., 2017) and *empowerment of WIT* (Buller, 2017; Jena, 2018; Raghunandan, 2018; Singh, 2018; Vaz et al., 2016). The

literature review assisted in selecting relevant items, which could successfully investigate the constructs and dimensions of the present study. The next step was to define the research objective.

4.6.1.2 Formulating a research objective

The research objectives for the present study were formulated using the literature review. The objective of the study was to determine whether *barriers to career advancement for WiT*, (family responsibilities, work environment, qualifications, flexible working hours, work from home) have a significant effect on leadership of women in tourism, motivation of women in tourism and the empowerment of women in tourism.

To successfully formulate the research objective for the present study *the barriers to career advancement for WiT* were investigated, by examining *leadership of WiT*, *motivation of WiT* and the *empowerment of WiT*. Family responsibility, work environment, qualifications, flexible working hours, and work from home were investigated as the dimensions to *barriers to career advancement* for WiT in the SA tourism sector (see section 3.6). The study further investigated power, mentorship, and development programmes as dimensions of *leadership of WiT* (see section 2.7). This was followed by the investigation of productivity, engagement, intrinsic and extrinsic motivation, as dimensions of *motivation of WiT* (see section 2.8). Lastly, entrepreneurship, competence, and autonomy were investigated as dimensions of the *empowerment of WiT* (See section 2.9). The next step in the questionnaire development process was to formulate the items and determine the response scales.

4.6.1.3 Writing of items and determining the response scales

A list of items and response scales was developed after the extensive literature review. The constructs with their dimensions were tabulated, the table below (Table 4.1) makes provision for a summary of possible items, in a column titled *Original Statement*.

Table 4.1: Example of how the items and response scales were tabulated.

Dimension	Original Statement	New Statement	Likert Scale	Author/Reference
<p>Work environment</p> <p>From a tourism perspective, work environment refers to organisational culture in which employees relate to each other and their world view on the allocated duties (Tisaker, 2019)</p>	<p>How do HR processes such as recruitment, selection and EEO policies, encourage or discourage older workers?</p>	<p>In your opinion, do HR policies support the recruitment and selection of older women</p>	<p>Not at all Definitely</p>	<p>Poulston & Jenkins (2016).</p>

Source: Contributing author.

Table 4.1 also allows for the addition of modified/re-created items in the column titled *New Statement*, based on the literature study, as well as the source from which these elements were adopted in the column titled *Author/Reference*. Following these steps, an additional column was introduced in which the response scales were established (Appendix 3).

The questionnaire for the present study was designed to investigate the *barriers to career advancement, leadership-, motivation- and the empowerment of women* in the SA tourism sector. The present study used a 7 – point Likert scale to provide participants with a greater choice of options. To reiterate, Cohen et al., (2018) Yaddanapudi and Yaddanapudi, (2019)

propose that a Likert scale provides participants with a limited range of responses to a question. and is widely used in research. The seven-point Likert in this study had various responses, ranging from “not important at all” to “very important”, “not at all” to “definitely”, “do not agree” to “definitely agree” (Grondin & Blais, 2010). (Refer to Appendix 3 for a detailed overview of how the seven-point Likert scale’s extreme ends were anchored for each item).

4.6.1.4 Revision of items

The possible items gathered from the literature review were adopted and redesigned to meet the needs of the present study (Yaddanapudi & Yaddanapudi, 2019). The updated possible items were summarized in the *New statement* column. The next step was to create the questionnaire format (Appendix 5).

4.6.1.5 Construction of the format of the questionnaire

The designed questionnaire began with the standard university information sheet and consent form for participants to complete, as needed by the University of South Africa (UNISA's) Ethical Clearance Application Form. This was followed by an explanation of the study's purpose. Section A was created to screen participants, to ensure that they fitted the required female characteristics, to reach the objective of the study. Section B was designed to investigate the *leadership of WIT* construct, and section C was designed to investigate *the barriers to career advancement of WIT* with its 5 categorical variables. Section D investigated the construct *motivation of WIT* and section E investigated the construct *empowerment of WIT*. Section F allowed participants to share suggestions on how WIT could be supported to enhance their progress in the workplace. Refer to Appendix 5 for the format of the questionnaire.

Sections B, D, and E consisted of a minimum of three to five items to investigate each dimension. Section C comprised of five items. The five items were deemed adequate to investigate the construct *barriers to career advancement of WIT* (Song, You, Reisinger, Lee & Lee, 2014). Three items in section C comprised of the response scale “not at all” and “definitely”, and two items comprised of the response “not important at all” and “very important.” As discussed in section 4.6.1, each construct i.e., *barriers to career advancement*

of WIT, leadership of WIT, motivation of WIT, and empowerment of WIT was included. A pilot study was conducted to ensure the validity of each formulated construct (see Section 4.6.3).

4.6.2 Obtaining permission to conduct the research

The approval of the study's ethical clearance application was granted by (the) UNISA in November 2020, which enabled the commencement of the fieldwork. (Refer to Appendix 2 for the Ethical Clearance Certificate Ref# 2020_CEMS_DAM_016). The UNISA Ethical Clearance Policy, which requires each respondent to provide consent to participate in the study, and that no incentives should be offered to participants, was followed. No permission was required from any third-party organisations as participants were contacted individually, and snowball sampling was used for the purpose of this study.

4.6.3 Conducting of Pilot Study

Researchers agree that the purpose of a pilot study is to check the clarity of the questionnaire items, the instructions, and the layout, to omit the chance of errors occurring (Cohen et al, 2018; Owen, Bird & Fox, 2016). A pilot study was conducted on the questionnaire, to ensure that the items were easily understood and that the response scales for each question were appropriate (Cohen et al, 2018; Owen et al., 2016; McMillan & Schumacher, 2014). A research questionnaire must be evaluated for validity, as stated in section 4.5. A pilot study was conducted to validate the content validity of the questionnaire developed for the current study (Cohen et al, 2018; McMillan & Schumacher, 2014; Owen et al., 2016). Statistical tests, such as a construct reliability test, were also conducted during the data analysis stage (Cohen et al, 2018).

A pre-test, which was paper based, was performed before the study, to establish the validity, the convenience, efficiency, and accuracy of the online survey. The primary data was sorted for validity, to confirm that the survey was completed to pre-set standards and then edited to omit any sample errors. The pilot study was administered from February 2021 to March 2021 via email to 10 women who work in the SA tourism sector. Prior to the email, the questionnaire was sent to a language editor to ensure that the instrument was free from spelling and grammatical errors. The questionnaire was also sent to the statistician to ensure

the adequacy of the proposed items and measurement scales. McMillan and Schumacher (2014) acknowledged that a pilot study is an appropriate way to gauge and evaluate the validity of a questionnaire.

According to Rahi et al., (2019) a pilot test should be used to evaluate the psychometric qualities of the measures. Following the aforementioned justification, a pilot study was conducted to evaluate the validity and reliability of the questionnaire. Women actively working in the tourism sector were identified to be part of the pilot study. Feedback received from the pilot study respondents was used to review the questionnaire, prior to data collection. Respondents in the pilot study were allowed to provide feedback on the questionnaire's format (Cohen et al, 2018) and the content validity of the items included in the questionnaire (Yaddanapudi & Yaddanapudi, 2019). Appendix 4 contains information on the input received from pilot study participants. The questionnaire was revised, as described in the next step. The respondent's feedback was considered, and amendments were made to the questionnaire before any fieldwork took place. Refer to Appendix 5 for the final research questionnaire that was used to collect the data. The final questionnaire was loaded onto Lime Survey, for the questionnaire to be made available online.

4.6.4 Conducting the field survey

In exponential non-discriminative snowball sampling, it was assumed that the first participants to the sample cluster would provide multiple referrals to the study (Bless et al., 2016). Due to the challenges of the national lockdown and the COVID-19 pandemic, all communication took place electronically and via online questionnaires. The initial method of data collection included sending e-mail invitation letters to participants to complete the online questionnaire. The e-mail invitation included the URL link to the Lime survey. Once the Lime survey was accessed, respondents would then complete the consent option before proceeding to the questionnaire. Respondents who failed to meet the screening criteria were not allowed to complete the questionnaire beyond the screening questions. At the end of the survey, participants would be asked to share the Lime Survey URL link with other participants, to meet the non-discriminative snowball sampling criteria. Follow-up communication would be

sent to the initial respondents to follow up on their responses, and to thank them for their participation in the survey.

The ongoing COVID-19 pandemic made data collection difficult, as the researcher discovered that many women in the tourism sector had been retrenched, or had accepted employment in different sectors. The data collection method was adapted within the parameters of the study's ethical clearance certificate, including social media. Social media relates to the set of Internet-based tools which influence interpersonal connections, communication, and collaborations (Mirabeau, Mignerat, & Grangé, 2013). The questionnaire survey link was sent to the WIT Chapters to assist in the distribution of the questionnaire. According to King, O'Rourke, and DeLongis (2014), social media platforms are a cost-effective and rapid method to recruit participants for a study. King et al., (2014), further purport that social media platforms are ideal to recruit participants from low prevalence or invisible groups. A LinkedIn page <https://www.linkedin.com/groups/9065913> was created for WIT, and the researcher invited contacts to the page. Once the contact accepted the invitation the survey link <https://survey.unisa.ac.za/index.php/389115?l>, with a brief overview of the study, was sent to the prospective participants via the LinkedIn message system. Most of this study's participants were recruited via LinkedIn. Data was collected from 01 April 2021 to 30 September 2021, until the minimum required number of respondents was reached, as discussed in Section 4.4.1.3.

4.6.5 Editing of Data

Data is evidence that must be collected or gathered to answer a research question, explain a research statement, or prove or disprove a hypothesis (Quinlan, Babin, Carr, Griffin & Zikmund, 2015). The Lime Survey platform electronically captured responses, which were exported to a Microsoft Excel Version 10 Spreadsheet for monitoring, to ensure the required responses were obtained. 524 potential respondents used the URL link to access the Lime Survey platform. The total of completed online questionnaires was 275, but after thorough analysis, only 250 responses were deemed suitable for data analysis. No further editing was required because respondents completed their own online questionnaire. These completed questionnaires were deemed to be correct.

4.6.6 Sampling bias

According to McMillan and Schumacher (2014), sample bias occurs when a researcher intentionally or unintentionally selects subjects that result in inaccurate findings. Social media networks, according to Mirabeau et al., (2013), are open platforms that allow anyone to participate in discussions or activities. Mirabeau et al., (2013), further state that social media networks allow a researcher to collect data from a multitude of potential respondents, thus decreasing the extent of bias. The use of snowball sampling and the distribution of the questionnaire through online sources minimised the occurrence of sample bias.

4.7 STATISTICAL ANALYSIS

In accordance with Field (2013) and Pallant (2020) recommendations, IBM software programme SPSS V28 was utilized for the statistical analysis in this study, which was conducted by Mrs. Dina Venter, a professional statistician. The two phases of the statistical analysis are shown in Figure 4.3.

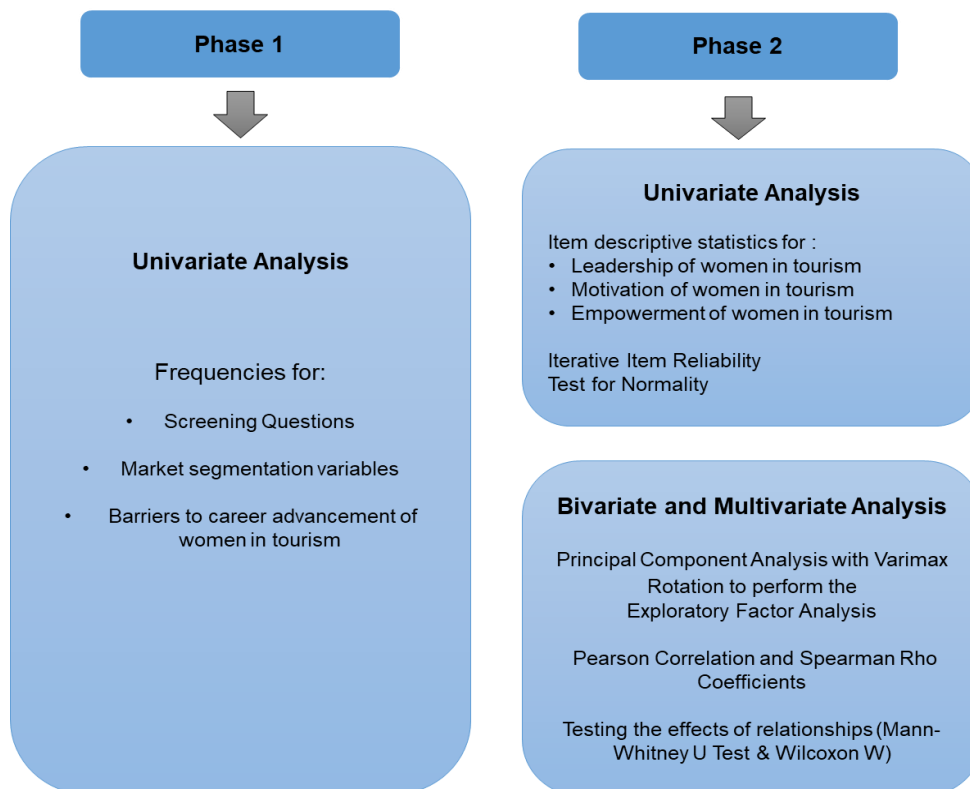


Figure 4.3 Two phases of the statistical analysis

Source: Contributing author.

4.7.1 Screening questions and demographic details

Only women who were currently engaged in lower to upper managerial positions within the SA tourism sector were allowed to participate in the study (see Section 4.5.1). Section A of the questionnaire, therefore, included questions such as, “What is your gender” (A1) and “Are you currently employed in a management position in one of the following sectors?” (A5), to filter the responses (see Appendix 5).

4.7.2 Univariate Analysis and multivariate analysis

Phase two of the statistical study included both univariate and multivariate analysis, as shown in Figure 4.2. The descriptive statistics for this study's constructs were analysed using univariate analysis, i.e., *leadership of WIT*, *motivation of WIT* and *empowerment of WIT*. The EFA for each construct in this study was conducted using multivariate analysis (Kline, 2011).

4.7.2.1 Univariate analysis

According to Hair et al., (2018) univariate analysis is a statistical technique used to determine whether samples are from populations with equal means, based on one dependent measure. Univariate analysis was used in the study to generate descriptive statistics *for leadership of WIT, motivation of WIT, and empowerment of WIT*, as discussed in Section 4.7.2. Univariate statistics refer to studies that only have one dependent variable (McMillan & Schumacher 2014; Tabachnick & Fidel, 2013). As a result, the current study's respondents' scores were descriptively analysed per construct, before employing other descriptive statistics such as means and modes.

The descriptive statistics for each construct were analysed, and then PCA which included a EFA was used to perform the multivariate analysis. In order to determine whether the data is appropriate for assessment, the means, standard deviations, sample sizes, missing values, skewness, and kurtosis were examined. The descriptive analysis should also give some insight into the distribution of results for continuous variables (skewness and kurtosis) (Hair et al., 2018; Pallant, 2020). According to Pallant, (2020), the distribution's symmetry is determined by the Skewness value. Kurtosis provides information about the 'peakedness' of the distribution (Pallant, 2020). A measure of a distribution's symmetry; in most cases, it is compared to normal distribution. Skewness values outside of the range of -1 to +1 indicate a

significantly skewed distribution (Hair et al., 2018; Pallant, 2020). Standard deviations are used to express mean differences, so a value of 0.5 for the effect size means that the mean difference is half a standard deviation. If these variables are going to be used in parametric statistical methods, this information may be relevant.

4.7.2.2 Multivariate analysis

As shown in Figure 4.3, descriptive statistical analysis was followed by multivariate analysis. The study of multiple variables in a single relationship or set of relationships is known as multivariate analysis (Pallant, 2020; Hair et al, 2018). Thus, in the current study, multivariate analysis was used to test *H₁*, *H₂*, and *H₃*.

H₁: Power, mentorship, and development programmes are dimensions (related latent variables) of the leadership of women in the South African tourism sector and can be reliably and validly measured.

H₂: Productivity, engagement, intrinsic motivation, and extrinsic motivation are dimensions (related latent variables) of motivation of women in the South African tourism sector, and can be reliably and validly measured.

H₃: Entrepreneurship, competence, and autonomy are dimensions (related latent variables) of empowerment of women in the South African tourism sector and can be reliably and validly measured.

The EFA process is discussed first.

4.7.2.2.1 Exploratory Factor Analysis

Pearson's product-moment correlation and the Spearman rho test are used to gauge the degree of correlation between the items and examine each research variable before the EFA is administered (Pallant, 2020; Tabachnick & Fidell, 2013). The correlation coefficient has a value between -1.00 and 1.00. This value denotes the strength of the relationship between the two variables. A correlation of 0 indicates no relationship, 1.0 indicates a perfect positive correlation, and -1.0 indicates a perfect negative correlation (Pallant, 2020). Pallant

(2020) defines small correlation as $r = 0.10$ to 0.29 , medium correlation as $r = 0.30$ to 0.49 , and large correlation as $r = 0.50$ to 1.00 .

PCA with IBM SPSS Statistics 28 is used to examine patterns of correlations among the questions in the questionnaire (Appendix 5), to determine perceptions of *leadership of WIT*, *motivation of WIT*, and *empowerment of WIT*, as well as to reduce the data's dimensionality. Bartlett's test of sphericity and the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy is utilised as additional statistical measures to assess the factorability of the data (Hair et al., 2018; Pallant, 2020). Bartlett's test of sphericity must yield a significant result ($p \leq .05$), for the factor analysis to be accepted as being appropriate (Pallant, 2020; Tabachnick & Fidell, 2013). The KMO index ranges from 0 to 1, with a satisfactory factor analysis requiring a minimum value of 0.60. (Pallant, 2020; Tabachnick & Fidell, 2013). The factorability of the correlation matrix is evaluated, using Pearson's product-moment correlation coefficient. The test for normality analysis is discussed next.

4.7.2.2.2 Test for Normality

Skewness and kurtosis are empirical measures of a distribution's shape characteristics, that are used in conjunction with normal probability plots, to evaluate the normality of the metric variables (Hair et al., 2018). The empirical measurements indicate the variables that significantly deviate from normality, and the normal probability plots show the distribution's shape graphically (Hair et al., 2018). The Kolmogorov-Smirnov statistics, mean, median, standard deviation, and kurtosis were used to test the normality of each new latent variable's data distribution. The null hypothesis (H_0), which assumes normality, is rejected when the Kolmogorov-Smirnov result is significant and has a p-value of 0.00. A nonsignificant Kolmogorov-Smirnov result with a $p > .05$ indicates normality (Pallant, 2020). Kolmogorov-Smirnov test findings demonstrate that the data did not meet the requirements for parametric tests in terms of normality, and nonparametric alternatives (i.e., the Mann-Whitney U and Wilcoxon W) were therefore considered to be better suited to identifying the significant mean differences (Cohen et al., 2018).

Bivariate analysis is used to test H_4 , H_5 , and H_6 as discussed in section 4.7.2.2.3.

4.7.2.2.3 Bivariate analysis

The bivariate analysis is used to examine the relationships between the new latent variables, as well as the effect of *barriers to career advancement for WIT* on the new latent variables. The term "bivariate" refers to the correlation of two variables, or the comparison of two categories, according to McMillan and Schumacher (2014). To test hypotheses **H₄**, **H₅**, and **H₆**, the inter-correlation of constructs is examined using Pearson's product-moment correlation and a Spearman rho correlation. This is followed by a Mann Whitney U and Wilcoxon W test to test the effects of barriers to career advancement on the newly established latent variables.

H₄: There is a significant relationship between the latent variables from the *Leadership of WiT* construct and the latent variables from the *Motivation of WiT* construct.

H₅: There is a significant relationship between the latent variables from the *Leadership of WiT* construct, and the latent variables from the *Empowerment of women of WiT* construct.

H₆: There is a significant relationship between the latent variables from the *Motivation of WiT*, and the latent variables from the *Empowerment of WiT* construct.

When investigating the strength of a relationship between two continuous variables, the Pearson correlation or Spearman rho correlation is used (Hair et al., 2018; Pallant, 2020). The direction and magnitude of a linear relationship between two variables are represented numerically by correlation coefficients, such as the Pearson product-moment correlation. The range of Pearson correlation coefficients (r) is from -1 to +1 (Pallant, 2020). The nonparametric Mann-Whitney U test is used to compare two independent groups on a continuous measure (Pallant, 2020). This test serves as a non-parametric substitute for the independent sample t-test.

The Mann-Whitney U Test compares medians rather than the means of the two groups, as is the case with the t-test (Pallant, 2020). The Wilcoxon Signed Rank Test (also known as the Wilcoxon W matched pairs signed ranks test) is intended for use with repeated measures, such as when participants are measured twice or under two different conditions. The Wilcoxon W test is a nonparametric alternative to the repeated measures t-test, but instead of

comparing means, it converts scores to ranks and compares them at Time 1 and Time 2 (Pallant, 2020). The results of the construct inter-correlation are discussed in Chapter 5. The results of the Mann-Whitney U test is used to test **H₇**: *Barriers to career advancement of WIT*(family responsibilities, work environment, qualifications, flexible working hours, work from home) which differ significantly, regarding the latent constructs from the *leadership of WIT*, *motivation of WIT* and the *empowerment of WIT* constructs.

4.8 SYNTHESIS

The current chapter began with an explanation of the research approach used in this study, including the study design and methodology. This was a descriptive study with a quantitative research approach. The introduction of this study's research approach was followed by a discussion of the research methodology and the research approach. This was followed by a detailed discussion on the studies' measuring instrument, which includes subheadings. The process of creating the research questionnaire for this study was then discussed in detail and included a discussion on the screening questions, market segmentation variables, and construction of the measurement instrument of the constructs. The reliability, validity, and rationale for using the study's instruments were also discussed. A discussion on the research procedure followed, and this section included a discussion on questionnaire development, obtaining permission for the study, conducting of the pilot study and field survey, editing of the data as well as the sampling bias.

The chapter concluded with a section on the statistical analyses performed, which included sub-sections discussing the two phases of analysis. The screening questions and demographic information were discussed in Phase one. Phase two discussed the univariate statistics used to analyse this study's descriptive statistics, in order to assess the data's suitability for further analysis. Furthermore, Phase two discussed the multivariate and bivariate analysis performed to answer the formulated research question. Chapter 5 contains the findings of the present study.

CHAPTER 5

RESEARCH RESULTS

5.1 INTRODUCTION

The research design of the study was discussed in Chapter 4. This included an explanation of the research approach as well as the methodology of the study. The study's methodology contained a discussion of the participants, sampling, measurement instrument, research procedures, and statistical analysis to address the research objectives.

In this chapter, the empirical study's findings in terms of the research questions and research hypothesis developed in Chapter 2, are discussed. According to Figure 5.1, these findings are presented in two phases.

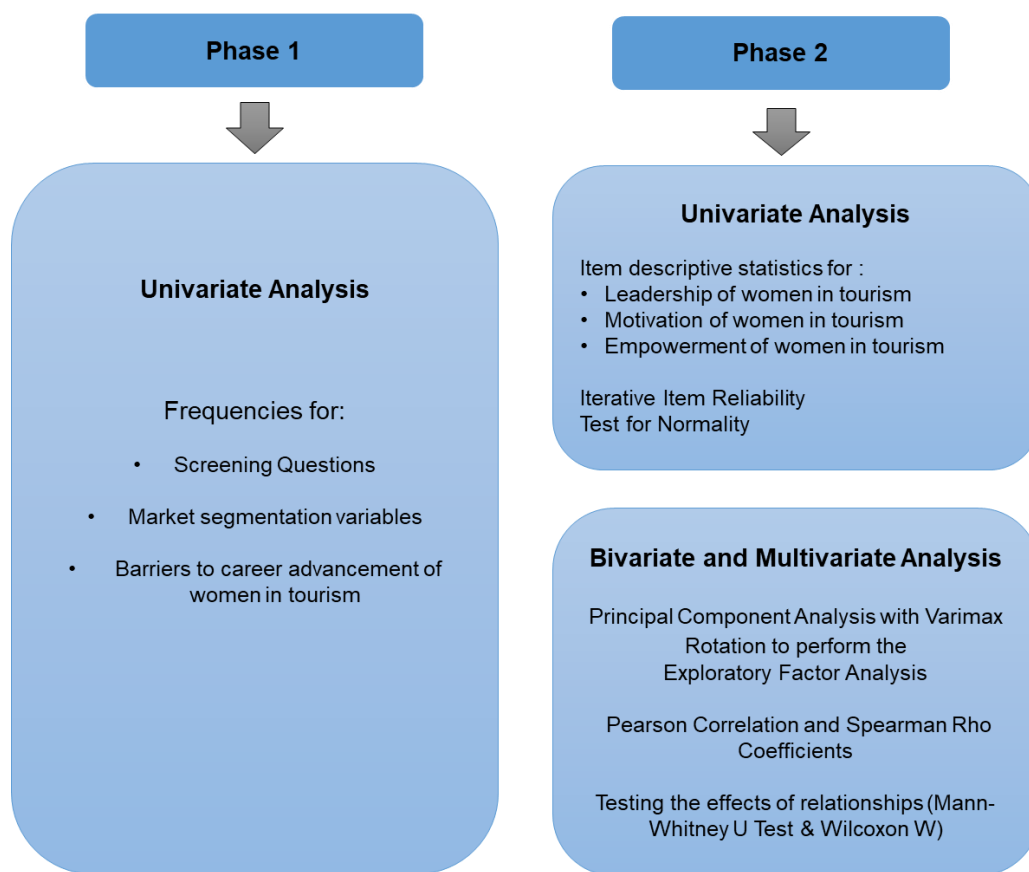


Figure 5.1 The two research phases.

Source: Contributing author.

Figure 5.1 illustrates the steps that are taken to convey the research findings. With subheadings for descriptive statistics, EFA, the test for normality, and the effect of *barriers to career advancement of WiT* on the new latent variables, this chapter describes the research results for the current study. The objectives of the empirical research are then discussed.

5.2 EMPIRICAL OBJECTIVES OF THE STUDY

The theoretical research framework, from which the study's objectives were derived, was presented in Chapter 1. Figure 1.1 (Chapter 1) illustrates the available relationships between the constructs, *leadership of women in tourism, motivation of WiT and empowerment of WiT, and the effects on barriers to career advancement of WiT.*

Figure 1.1 served as the foundation for the literature review and formulation of the research hypothesis presented in Chapters 2 and 3. Following the formulation of the research hypothesis, the empirical research objectives (ERO) were developed as indicated below:

EO1: Establish if power, mentorship, and development programmes are dimensions of *leadership of women* in the SA tourism sector and can be reliably and validly measured.

EO2: Determine if productivity, engagement, intrinsic motivation, and extrinsic motivation are dimensions of *motivation of women* in the SA tourism sector and can be reliably and validly measured.

EO3: Determine if entrepreneurship, competence, and autonomy are dimensions of *empowerment of women* in the SA tourism sector and can be reliably and validly measured.

EO4: Identify the nature, direction, and statistical interrelationships between the latent variables from the *leadership of women in tourism* construct, and latent variables from the *motivation of women in tourism* construct.

EO5: Determine the nature, direction, and statistical interrelationships between the latent variables from the *motivation of women in tourism* construct and the latent variables from the *empowerment of women in tourism* construct.

EO6: Discuss the nature direction and statistical interrelationships between the latent variables from the *leadership of women in tourism* construct and the latent variables from the *empowerment of women in tourism* construct.

EO7: Investigate whether *barriers to career advancement of WiT* (family responsibilities, work environment, qualifications, flexible working hours, and work from home) differ significantly regarding the latent constructs from the *leadership of women in tourism*, *motivation of women in tourism*, and the *empowerment of women in tourism* constructs.

The theoretical model, Figure 1.1 (Chapter 1), was empirically evaluated, following an extensive literature review (Chapters 2 and 3), and the results are presented and interpreted in this Chapter 5. The section that follows discusses Phase one of the two phases of the research results' presentation process depicted in Figure 5.1.

5.3 PHASE ONE OF THE RESEARCH PROCESS

Figure 5.2 depicts Phase one of the research results presentation process, which reports the results focusing on the frequencies of the screening questions, market segmentation variables, and *barriers to career advancement of WiT*.

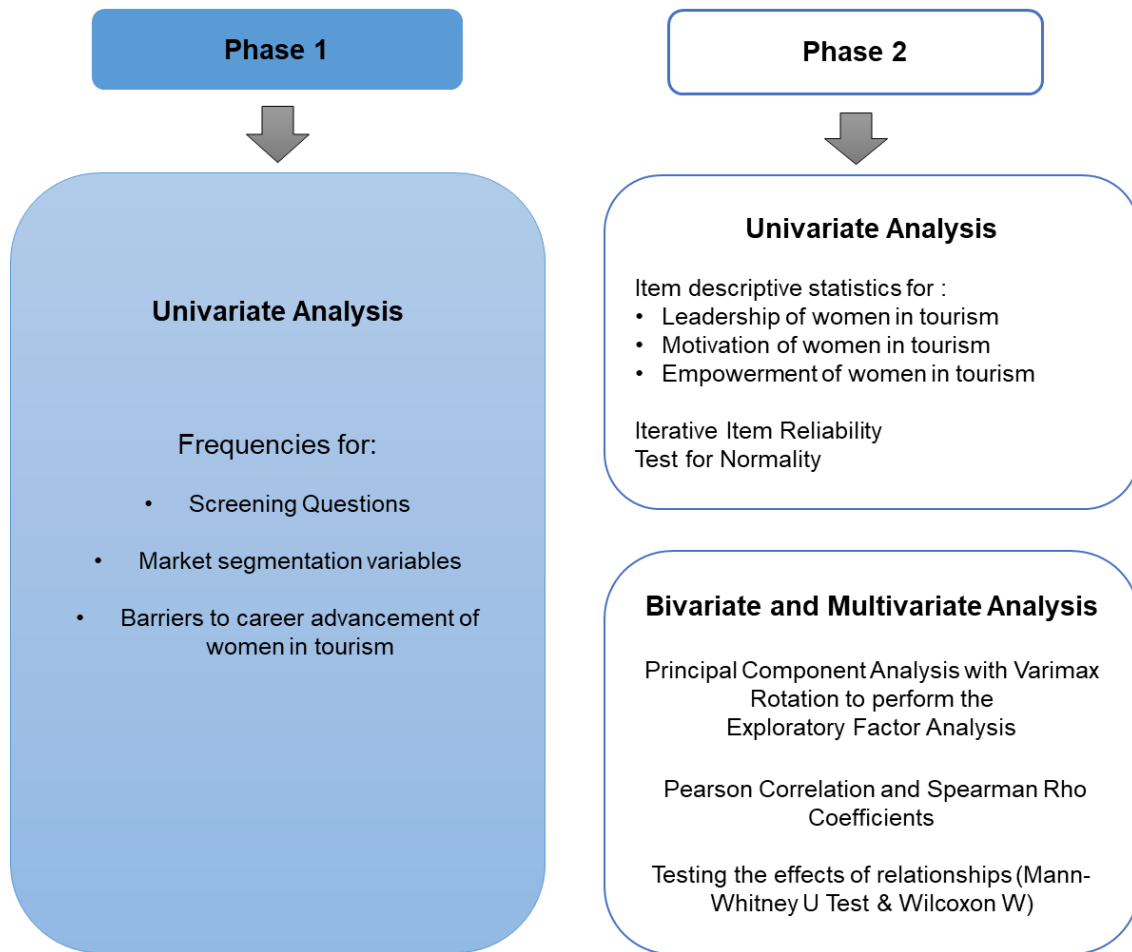


Figure 5.2 Research phase one.

Source: Contributing author.

5.3.1 Frequencies for screening questions, market segmentation variables and barriers to career advancement of women in tourism

Based on the discussions in sections 4.5.1 and 4.7.1, results on the screening questions and market segmentation variables are provided.

5.3.1.1 Frequencies for the screening question

The online survey's screening question, Question A1 of section A, asked respondents to specify the gender they preferred (section 2.6.1). Due to the study's emphasis on women in the SA tourism sector, this screening question precluded male respondents from completing the online survey (refer to Appendix 5). If a respondent selected "male," they were thanked for their participation in the survey and could not answer the questions (and thus excused). This

screening question ensured that only respondents who regard themselves as “women” participated in the survey (by eliminating anyone else, not in this category).

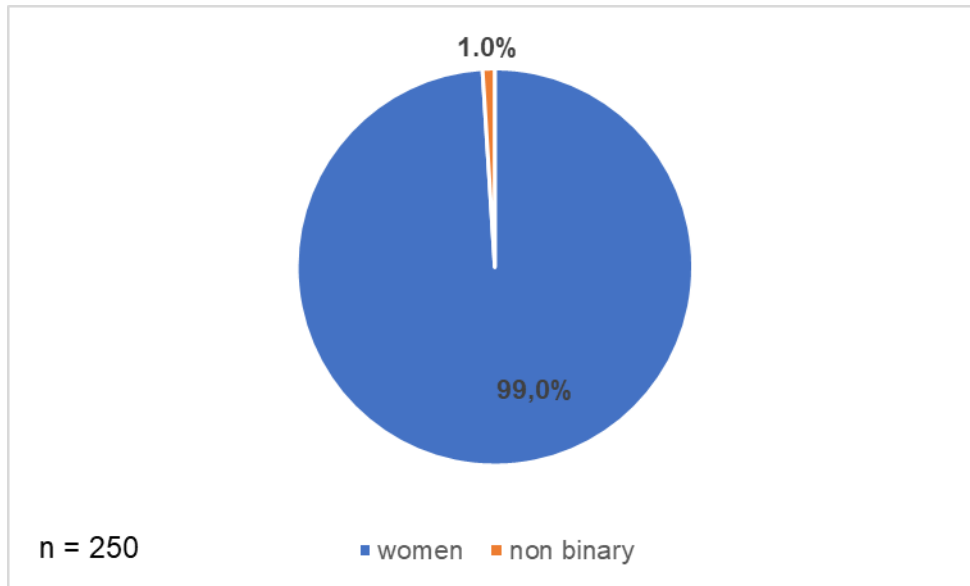


Figure 5.3 Gender.

Source: Contributing author.

Except for one, all the eligible respondents were female (women). For Gender, one respondent selected non-binary but was included in the study.

5.3.1.2 Frequencies for the market segmentation variables

Section A, questions A2 to A7 collected data on age (section 2.6.2), province of domicile (section 2.6.3), position held in the tourism sector (section 2.6.4), sector of employment (section 2.6.5), level of education (section 2.6.6), and work experience (section 2.6.7). An explanation of the descriptive statistics' findings for the market segmentation variable is provided.

5.3.1.2.1 Age Categories

Only women in the tourism industry between the ages of 18 and 65 were permitted to respond to the questionnaire, according to section 4.7.1. As a result, respondents were asked to respond to question A2 in section A of the study questionnaire (see Appendix 5), to ensure

the Unisa Ethical requirements were honoured. Section 2.6. provided a discussion on an important demographic variable in the study of women in the tourism sector. Figure 5.4 indicates the age of the respondents.

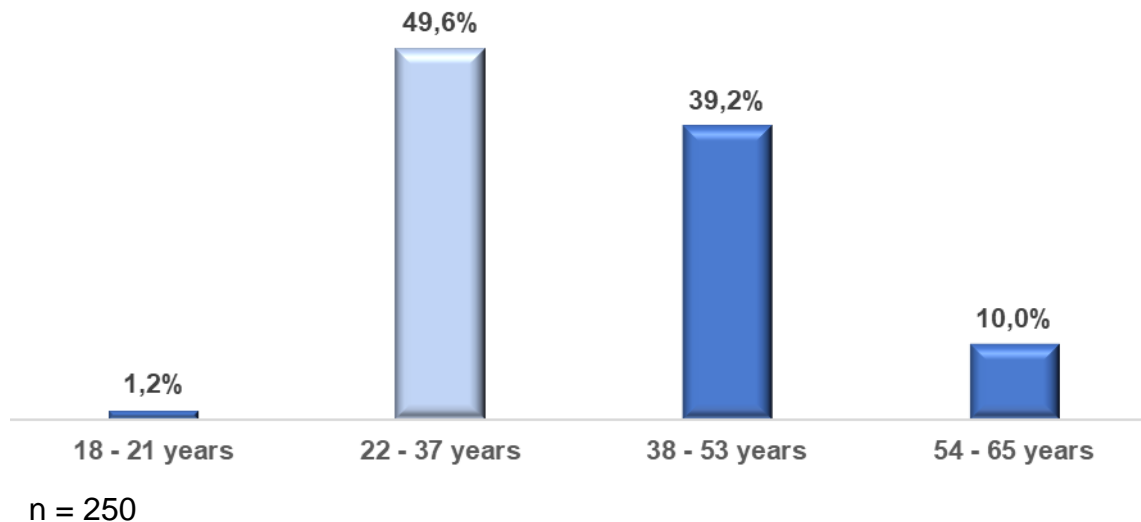


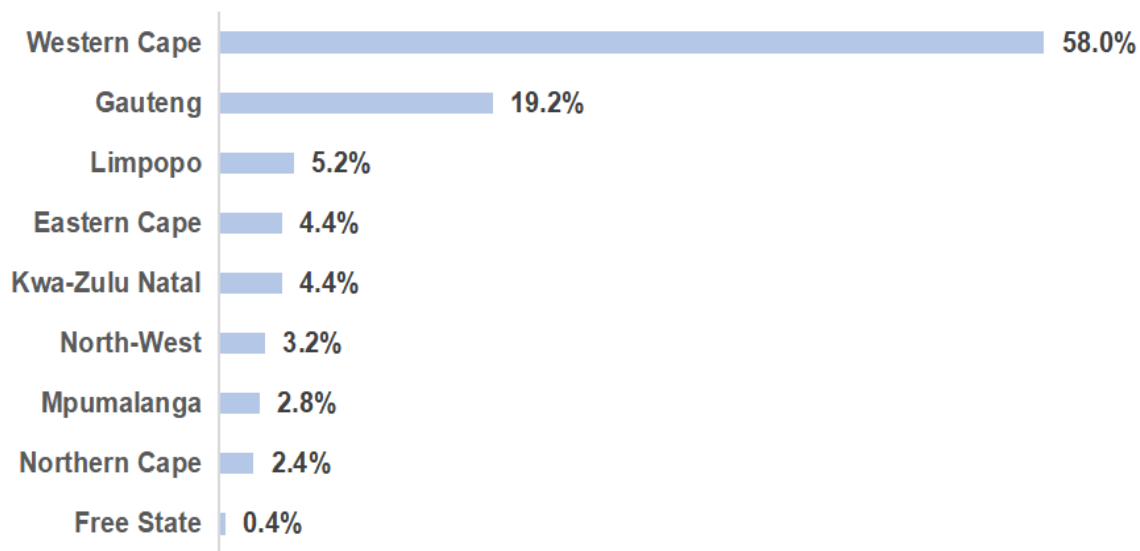
Figure 5.4 Age categories.

Source: Contributing author.

Nearly half of the respondents (49.6%) were between the ages of 22 and 37 years, and about the same number 49.2% (39.2% + 10.0%) were over the age of 37 years. A small minority (1.2%) of respondents were between the ages of 18 to 21.

5.3.1.2.2 Domicile Province

To conduct this study, the respondents' domicile was examined in terms of their province of residence (see section 2.6.3). The profile of the respondents, according to their province of domicile is shown in Figure 5.5. The sample included participants from all nine provinces of SA.



n = 250

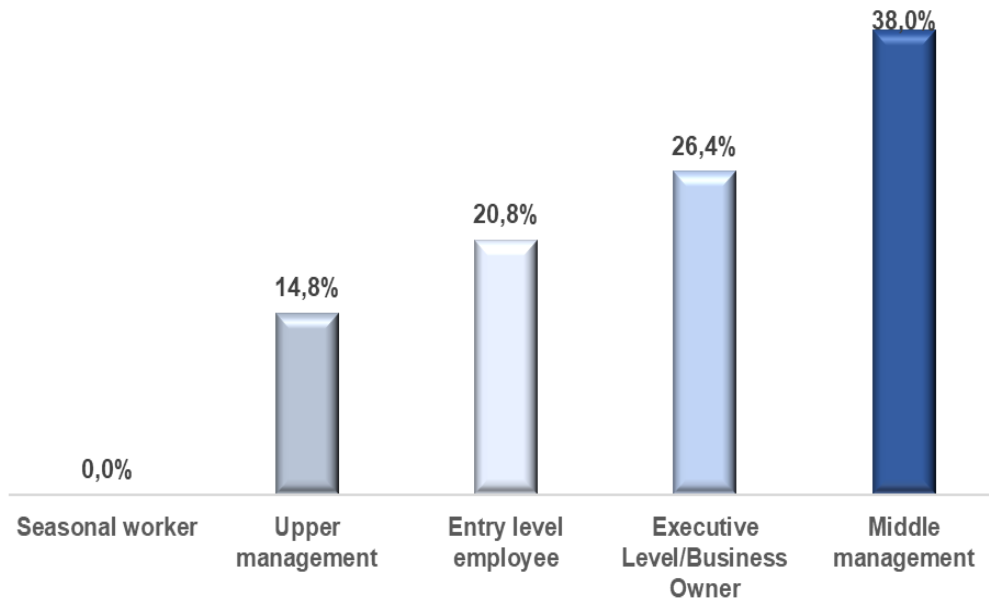
Figure 5.5 Province of Domicile

Source: Contributing author.

The Western Cape is represented by almost over 60% (58.0%) of the respondents. The high number of respondents in the Western Cape can be attributed to the administration of the LinkedIn Women in tourism (Western Cape) account from the Western Cape, where the researcher resides. Gauteng accounted for the second highest number of respondents (19.2%), while the Free State (0.4%) was the province with the lowest representation in the sample.

5.3.1.2.3 Position held in the tourism sector

In the descriptive analysis of women in the SA tourism sector, the current study used 'position held within the industry' as a demographic variable (section 2.6.4). The study was designed for women in positions ranging from entry level to upper management. Seasonal workers were excluded as they were not full-time employees in the tourism sector. Figure 5.6 indicates the position held in the tourism sector.



n = 250

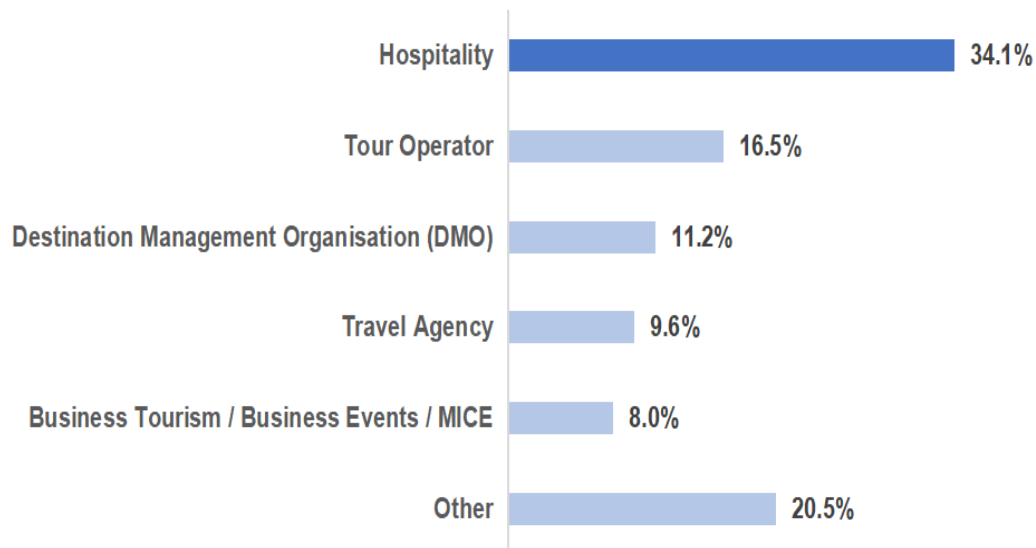
Figure 5.6 Position held in tourism sector.

Source: Contributing author.

Women in entry level to upper management positions accounted for 35.6% (14,8% + 20.8%) of respondents, while the largest proportion of respondents (38.0%) held a position in middle management. Women in executive positions or who were business owners only accounted for 26.4% of the respondents. None of the respondents were seasonal workers.

5.3.1.2.4 Sector of employment within tourism sector

Transportation, accommodation, support functions, and sales & distribution are the four main segments of the tourism industry, according to Camilleri (2018). For the purposes of this study, hospitality, tour operator, destination marketing organisations (DMO), travel agency, business tourism/business events, and an option for other sectors were selected (section 2.6.5). Figure 5.7 indicates the sector of employment for the tourism sector.



n = 250

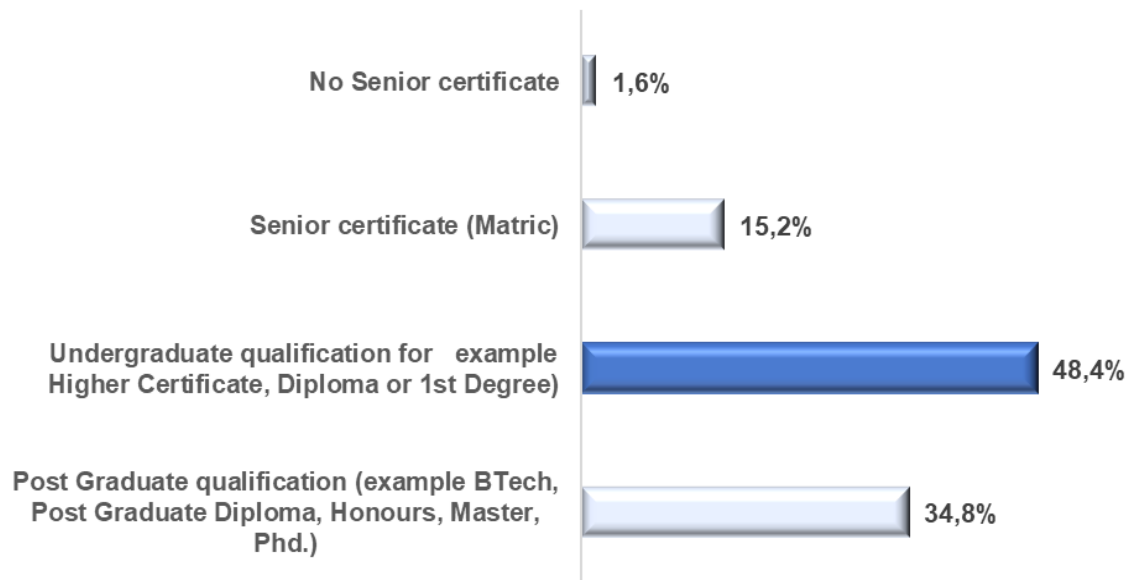
Figure 5.7 Sector of employment with the tourism sector.

Source: Contributing author.

The largest proportion of respondents (34.1%) was employed in the hospitality sector. Several respondents (20.5%) indicated that they worked in a sector other than those that were listed. These sectors included airlines, car rental, ground handling, tourism education, government, and consulting. 16.5% of respondents were in the tour operating sector, 11.2% from the DMO sector, 9.6% were employed in travel agencies, and only 8.0% were employed in the business tourism/business events sector.

5.3.1.2.5 Level of Education

All respondents were asked to provide their highest level of education (see section 2.6.6). According to the research questionnaire, the categories were no senior certificate, senior certificate, undergraduate qualification (which included a higher certificate, diploma, or a first degree), and postgraduate qualification (which included Honours, Masters, and Ph.D. degrees). Figure 5.8 indicates the level of education of respondents.



n = 250

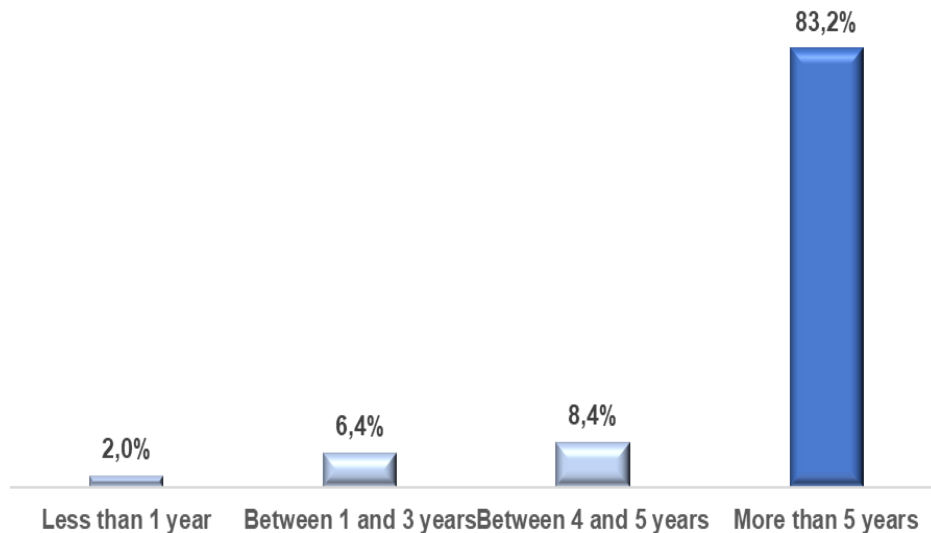
Figure 5.8 Level of Education.

Source: Contributing author.

A significant portion of the respondents (83,2%) had a tertiary qualification. 34.8% held a postgraduate degree, while an undergraduate degree was held by 48.4%. A small percentage of respondents (1,6%) did not have a senior certificate, while 15,2% only possessed a senior certificate.

5.3.1.2.6 Working experience

The study asked women to indicate the number of years of employment within the tourism sector. Length of employment was selected as a market segmentation variable, to gain insight into the employment history of women in the SA tourism sector. Women were asked to indicate the number of years employed within the tourism sector, ranging from more than five years of experience to less than one year's working experience (section 2.6.7). Figure 5.9 indicates the years of working experience of women in the SA tourism sector.



n = 250

Figure 5.9 Working experience.

Source: Contributing author.

More than 80% (83.2%) of the respondents had more than 5 years of work experience, while 8.4% indicated they had 4 to 5 years of work experience. 6.4% had between 1 and 3 years of working experience and only 2.0% had less than 1 year of working experience.

5.3.2 Frequencies for barriers to career advancement of women in tourism

Section C of the questionnaire investigated the *barriers to career advancement of WiT* construct, including its dimensions, family responsibility, work environment, qualifications, flexible working hours, and work from home. Appendix 9 contains the frequencies of the respondents' responses to the *barriers to career advancement of WiT* construct.

5.3.2.1 C1 In your opinion, are women seen as a liability in the tourism workplace if they attend to family responsibilities?

Respondents were asked to express their opinions by selecting either "not at all" or "definitely" to indicate whether women are seen as a liability in the tourism workplace when attending to family responsibilities. Figure 5.10 depicts the opinions on whether women in tourism are seen as a liability if they attended to family responsibilities.

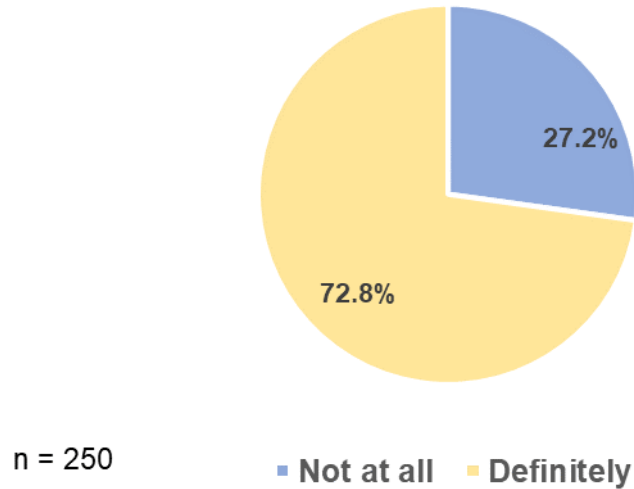


Figure 5.10 Are women seen as a liability in the tourism workplace if they attend to family responsibilities.

Source: Contributing author.

It is indicative from the results in Figure 5.10 that 27,2% of respondents chose “not at all,” when compared to 72,8% who chose “definitely” when they were asked if women were regarded as a liability in the tourism workplace if they attended to family responsibilities.

5.3.2.2 C2 In your opinion, do human resources (HR) policies support the recruitment and selection of older women?

Respondents were asked to express their opinions on whether HR policies supported the recruitment and selection of older women, by selecting either "not at all" or "definitely." Figure 5.11 depicts the opinions on whether human resources (HR) policies support the recruitment and selection of older women.

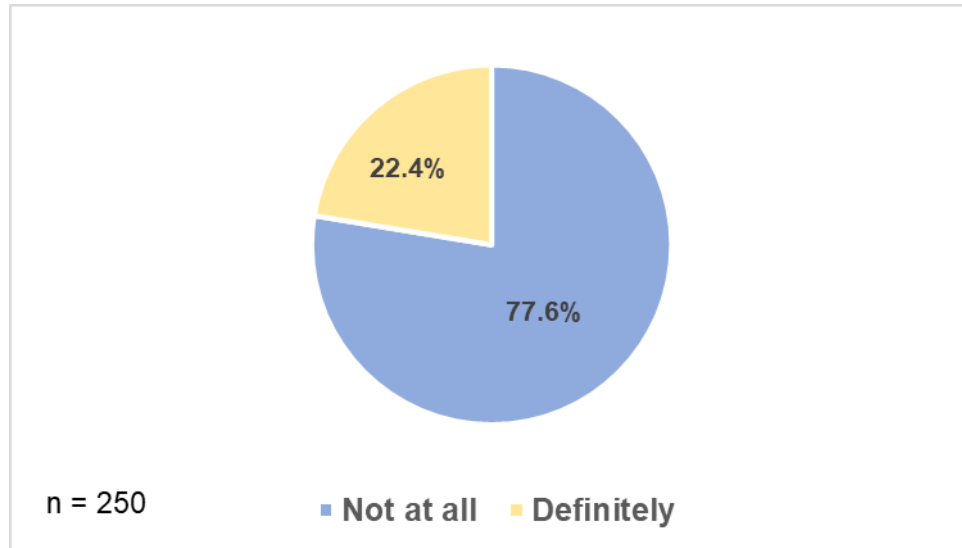


Figure 5.11 Do human resources (HR) policies support the recruitment and selection of older women?

Source: Contributing author.

In contrast to the 77.6% who selected "not at all," 22.4% of respondents selected "definitely" when they were asked if HR policies supported the recruitment and selection of older women in tourism.

5.3.3.3 C3 Do you believe your educational background provided the necessary knowledge to become a woman in tourism?

On the question of whether an educational background provided the knowledge required for a woman to work in tourism, respondents were asked for their opinions. Figure 5.12 depicts the opinions on whether respondents believe their educational background provided the necessary knowledge to become a woman in tourism.

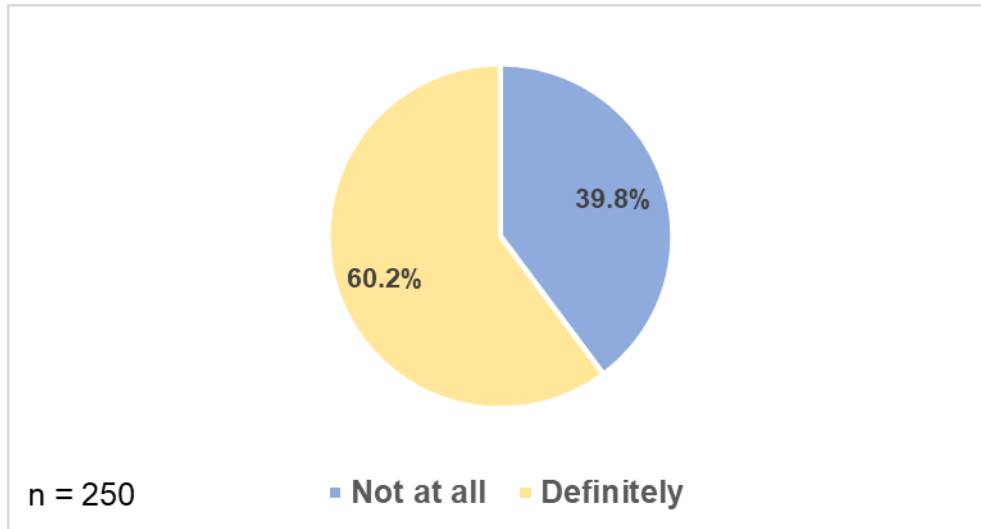


Figure 5.12 Educational backgrounds provided the necessary knowledge to become a woman in tourism.

Source: Contributing author.

When asked if their educational background had given respondents the knowledge, they needed to work in the tourism industry, 60.2% of respondents said "definitely," while 29.8% said "not at all."

5.3.3.4 C4 How important is (the concept of) flexible working hours to you?

When asked how important flexible working hours or the concept of flexible working hours was to women in tourism, respondents could select between "not at all" and "very important." Figure 5.13 shows respondents' opinions on flexible working hours.

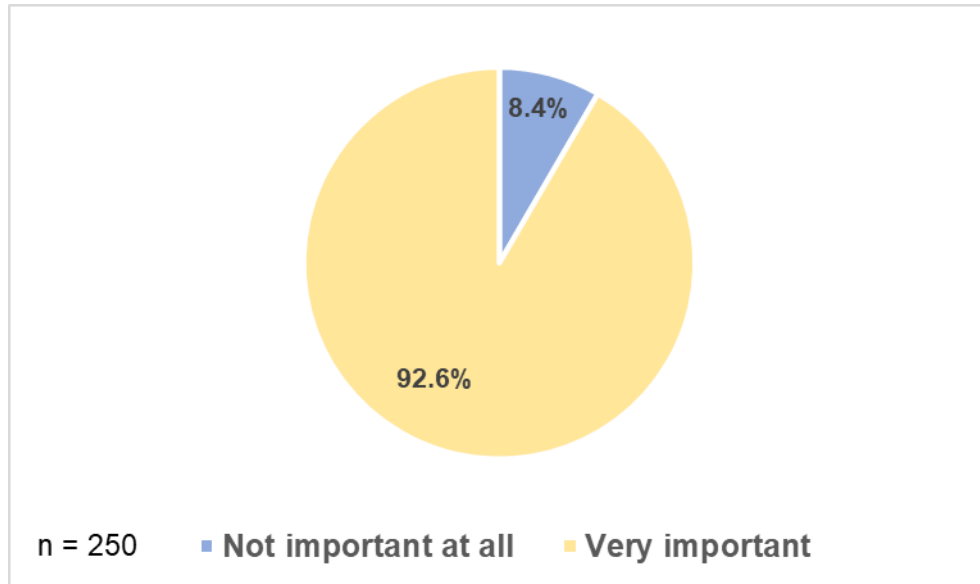


Figure 5.13 Importance of flexible working hours.

Source: Contributing author.

Flexible work hours were rated "very important" by 92.6% of respondents and "not important at all" by 8.4%.

5.3.3.5 C5 How important is the ability to work from home to you?

When asked how important it was for women in tourism to be able to work from home, respondents could select between "not at all" and "very important." Figure 5.14 indicates respondents' responses on the ability to work from home.

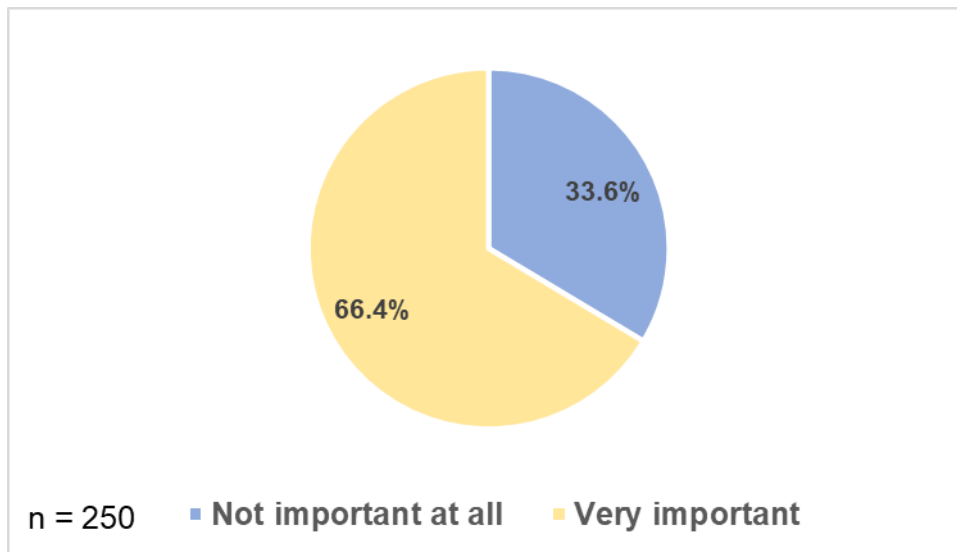


Figure 5.14 importance of being able to work from home.

Source: Contributing author.

Working from home was rated "very important" by 66.4% of respondents and "not at all important" by 33.6%.

5.4 PHASE TWO: TESTING OF THE HYPOTHESIS

As indicated in section 4.7.2 of this research study, Phase two of the results reporting process consists of reporting the results of the univariate-, bivariate- and multivariate analyses of the data. The second phase of the research results reporting process is depicted in Figure 5.15.

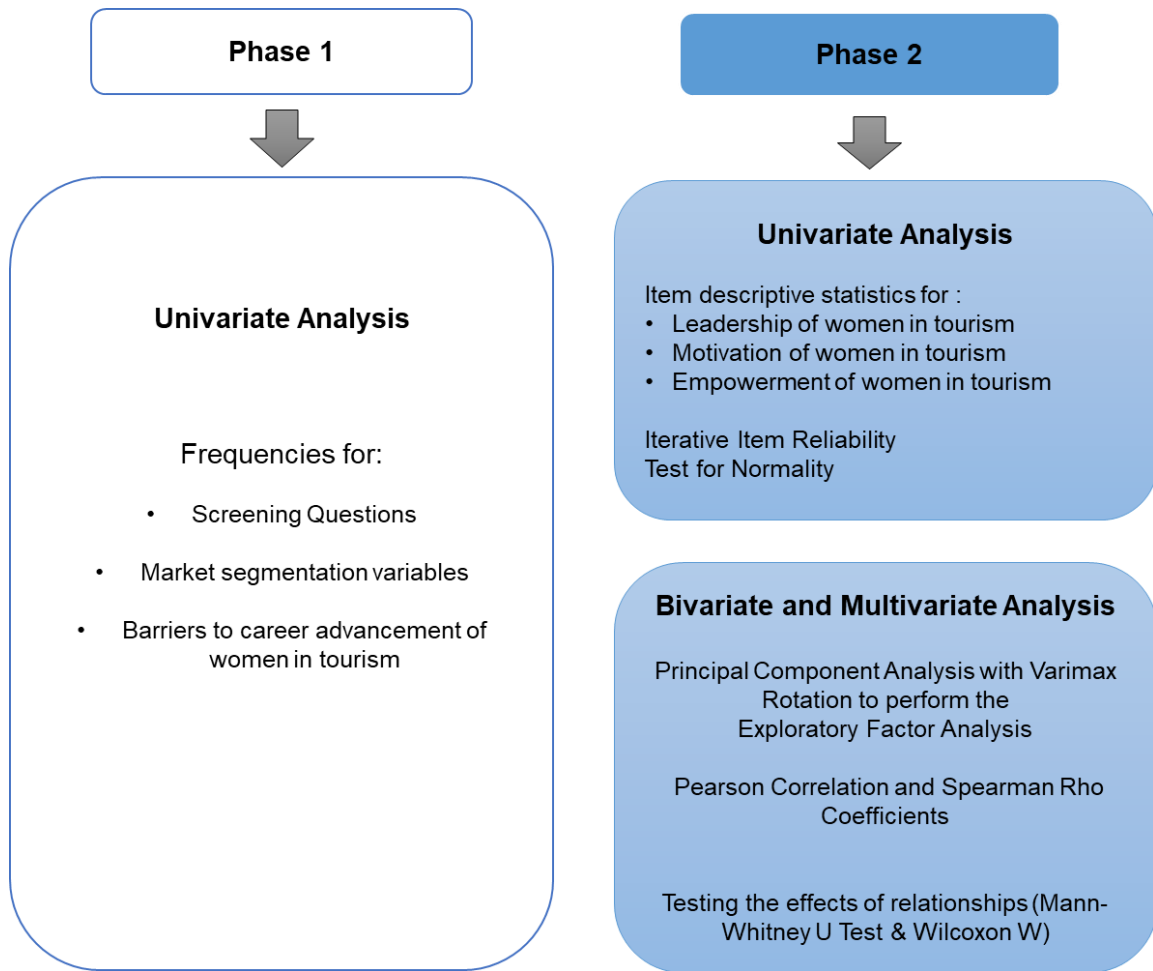


Figure 5.15 Phase 2 of the research results process.

Source: Contributing author.

The reporting of item descriptive statistics, as a univariate analysis, of the three constructs (*leadership of WiT*, *motivation of WiT*, and *empowerment of WiT*) provides justification for the bivariate- and multivariate analyses.

In an effort to address the RO's described in section 1.4.1 and depicted in Figure 1.1 of this research study, statistical hypotheses were created, based on the RQ provided in section 1.4.2 of this study. The use of data in Phase two of Figure 5.15 was also informed by the statistical hypotheses. The following research hypotheses were developed considering the RQ, RO presented in Chapter 1 and the literature review presented in Chapter 2: The RO, research hypothesis, and statistical procedures are summarised in Table 5.1.

Table 5.1 Research hypothesis and Statistical Procedures.

Research Objectives	Research Hypothesis	Statistical Procedures
<p>Research Objective 1: Whether power, mentorship and development programmes are dimensions of leadership of women in the South African tourism sector and can be reliably and validly measured.</p>	<p>H₁: Power, mentorship and development programmes are dimensions of the leadership of women in the South African tourism sector and can be reliably and validly measured.</p>	<p>EFA Pearson Correlation and Spearman rho Coefficients PCA Iterative Item Reliability Test for Normality</p>
<p>Research Objective 2: Whether productivity, engagement, intrinsic motivation and extrinsic motivation are dimensions of motivation of women in the South African tourism sector and can be reliably and validly measured.</p>	<p>H₂: Productivity, engagement, intrinsic motivation and extrinsic motivation are dimensions of motivation of women in the South African tourism sector and can be reliably and validly measured.</p>	<p>EFA Pearson Correlation and Spearman rho Coefficients PCA Iterative Item Reliability Test for Normality</p>
<p>Research Objective 3: Whether entrepreneurship, competence and autonomy are dimensions of empowerment of women in the South African tourism sector and can be reliably and validly measured.</p>	<p>H₃: Entrepreneurship, competence and autonomy are dimensions (related latent variables) of empowerment of women in the South African tourism sector and can be reliably and validly measured.</p>	<p>EFA Pearson Correlation and Spearman rho Coefficients PCA Iterative Item Reliability Test for Normality</p>

Research Objectives	Research Hypothesis	Statistical Procedures
<p>Research Objective 4: To assess the nature and statistical interrelationships between the latent variables from the <i>leadership of women in tourism</i> construct and latent variables from the <i>motivation of women in tourism</i> construct.</p>	<p>H₄: There is a significant relationship between the latent variables from the <i>leadership of women in tourism</i> construct and the latent variables from the <i>motivation of women in tourism</i> construct.</p>	<p>Pearson Correlation and Spearman rho Coefficients</p>
<p>Research Objective 5: To assess the nature and statistical interrelationships between the latent variables from the <i>motivation of women in tourism</i> construct and the latent variables from the <i>empowerment of women in tourism</i> construct.</p>	<p>H₅: There is a significant relationship between the latent variables from the <i>motivation of women in tourism</i> construct and the latent variables from the <i>empowerment of women in tourism</i> construct.</p>	<p>Pearson Correlation and Spearman rho Coefficients</p>
<p>Research Objective 6: To assess the nature and statistical interrelationships between the latent variables from the <i>leadership of women in tourism</i> construct and the latent variables from the <i>empowerment of women in tourism</i> construct.</p>	<p>H₆: There is a significant relationship between the latent variables from the <i>leadership of women in tourism</i> construct and the latent variables from the <i>empowerment of women in tourism</i> construct.</p>	<p>Pearson Correlation and Spearman rho Coefficients</p>
<p>Research Objective 7: To empirically assess whether barriers to career</p>	<p>H₇: <i>Barriers to career advancement</i> (family responsibilities, work</p>	<p>Determining the relationships among latent constructs (Mann-Whitney U Test &</p>

Research Objectives	Research Hypothesis	Statistical Procedures
advancement (family responsibilities, work environment, qualifications, flexible working hours, work from home) differ significantly regarding the latent constructs from the <i>leadership of women in tourism, motivation of women in tourism</i> and the <i>empowerment of women in tourism</i> constructs.	environment, qualifications, flexible working hours, work from home) differ significantly regarding the latent constructs from the <i>leadership of women in tourism, motivation of women in tourism</i> and the <i>empowerment of women in tourism</i> constructs.	Wilcoxon W)

Source: Contributing author.

During the process of reporting this study's findings, the aforementioned hypotheses are examined. The descriptive statistics of the three constructs are discussed in the section below.

5.4.1 Item descriptive statistics

The descriptive data for *leadership of WiT*, *motivation of WiT*, and *empowerment of WiT* are included in this section of the analysis of the findings. Before conducting further analysis, the means, standard deviations, sample sizes, missing values, skewness, and kurtosis were examined to determine whether the data were suitable for ascertainment. Additionally, the descriptive analysis offers some insight into the distribution of results for continuous variables (skewness and kurtosis). If these variables are to be employed in parametric statistical approaches, this information could be relevant (Pallant, 2020). Individual results for each of the three constructs are reported. The descriptive statistics for the items investigating *leadership of WiT* are the first to be reported.

5.4.1.1 Leadership of women in tourism

The *leadership of WiT* construct with its dimensions, power, mentorship and development programmes were investigated in section B of the questionnaire. Appendix 6 provides the scores of the respondents' responses about *leadership of WiT*. To determine whether the data from the *leadership of WiT* study were appropriate for further analysis, sample sizes, means, and standard deviations were examined (see Appendix 10). Due to the close proximity of the means, medians, and modes, the summary shows that the majority of the *leadership of WiT* items had a distribution that was close to normal. The one missing value was taken into consideration. The information was confirmed as eligible for further analysis. The descriptive statistics for items investigating *motivation of WiT* are as follows.

5.4.1.2 Motivation of women in tourism

Section D of the questionnaire investigated the *motivation of WiT* construct, including its dimensions, productivity, engagement, intrinsic motivation, and extrinsic motivation. Appendix 7 contains the scores of the respondent's responses to the *motivation of WiT* construct. Due to the close proximity of the means, medians, and modes, the summary shows that the majority of the *motivation of WiT* items had a distribution that was close to normal. Sample sizes means, and standard deviations were evaluated to assess whether the data from the *motivation of WiT* study were suitable for further analysis (see Appendix 11). It was established that the data could support further investigation. The descriptive statistics for items investigating *empowerment of WiT* are as follows.

5.4.1.3 Empowerment of women in tourism

Section E of the questionnaire investigated the *empowerment of WiT* construct, including its dimensions, entrepreneurship, competence, and autonomy. The scores of the respondents' responses to the *empowerment of WiT* construct are provided in Appendix 8. Due to the close proximity of the means, medians, and modes, the summary shows that the majority of the *empowerment of WiT* items had a distribution that was close to normal. Sample sizes means, and standard deviations were examined to see whether the data from the *empowerment of WiT* study were suitable for further analysis (see Appendix 12). It was determined that the data was suitable for further investigation. A discussion on the EFA follows.

5.4.2 Testing of H₁, H₂ and H₃

According to Pallant (2020), EFA is not intended to demonstrate if a group differs significantly from another or to test hypothesis. It usually starts with a large set of variables and searches for a technique to "reduce" or summarise the data, using a more manageable number of variables (Pallant, 2020), and to see which items respond similarly or together (Jung, 2013; Maree, 2016). A Pearson Correlation and Spearman rho Correlation are employed to test the strength of the relationship between the items within each construct. PCA with varimax rotations was used to transform the variables into a set of smaller combinations. where all the variance in the construct was used. Through this use of all of the variables' variance, PCA reduces the original collection of variables into a more manageable number of linearly related combinations. PCA with IBM SPSS Statistics V28 was used to examine patterns of correlations among the questions used to determine perceptions of *leadership of WiT*, *motivation of WiT*, and *empowerment of WiT* to reduce the dimensionality of the data. (Pallant, 2020) (see section 4.7.2).

5.4.2.1 EFA for Leadership of women in tourism construct

Within the EFA, Bartlett's test of sphericity and the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy, are two additional statistical measures produced by IBM SPSS V28 to aid in evaluating the factorability of the data (Hair, 2018; Pallant, 2020). For the factor analysis to be regarded as suitable, Bartlett's test of sphericity needs to be significant ($p < .05$) (Pallant, 2020; Tabachnick & Fidell, 2013). The KMO index has a range of 0 to 1, with a minimum value of .6 required for a satisfactory factor analysis (Pallant, 2020; Tabachnick & Fidell, 2013). The correlations are an indication that the correlation matrix may be suitable for EFA, and this finding is strengthened by Bartlett's and KMO results. The factorability of the correlation matrix was investigated using Pearson's product-moment correlation coefficient and Spearman rho (see section 4.7.2.2.1).

5.4.2.1.1 Pearson Correlation and Spearman rho correlation coefficients for the leadership of women in tourism construct

To investigate the strength of a relationship between two continuous variables, the Pearson correlation or Spearman rho correlation can be used. This indicates the relationship's

direction (positive or negative) in addition to its strength (Pallant, 2020). The present study used both a Pearson correlation, a parametric statistical coefficient, a Spearman rho correlation, and a non-parametric statistical coefficient to investigate the relationships among the variables (Pallant 2020).

Table 5.2 reports the Pearson Correlational and Spearman rho Coefficients for the 14 items from the *leadership of WiT construct*.

Table 5.2: Pearson Correlation Coefficients among the original 14 items for leadership of women in tourism (Pearson correlation/Spearman's rho).


Item	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14
B1 In your opinion, are women in tourism perceived to be as competent as men in matters related to "power"	1	-.30**	-.13*	-.14*	-.20**	-.40**	-0.07	-.16**	.20**	-0.08	-0.08	-0.07	-0.07	-0.08
B2 In the tourism workplace, are women required to negotiate for leadership positions?	-.29**	1	.30**	.37**	.31**	.48**	.19**	.27**	-0.06	.19**	.19**	0.11	0.10	0.09
B3 In general, is it the aspiration of women in tourism to advance to management level?	-0.09	.27**	1	.39**	.36**	.27**	.25**	.23**	0.08	.27**	.34**	.34**	.32**	-0.09
B4 How important is it for a woman in tourism to attain leadership status in her career?	-0.10	.29**	.36**	1	.72**	.31**	.22**	.34**	-0.02	.37**	.35**	.30**	.45**	0.03
B5 How important is it for a woman in tourism to be in a position of greater responsibility?	-.18**	.26**	.26**	.73**	1	.26**	.25**	.23**	0.08	.24**	.27**	.31**	.36**	-0.06
B6 Are there a lack of female role models in the tourism and hospitality environment?	-.38**	.48**	.17**	.24**	.24**	1	.30**	.41**	-.24**	.22**	.30**	.26**	.20**	.21**
B7 In your opinion, do mentors have an impact on career development for women in tourism?	-0.02	0.11	.19**	.16*	.16*	.21**	1	.47**	.17**	.33**	.24**	.33**	.34**	-0.09
B8 Do you agree that mentoring programs in tourism can assist in addressing issues of inequality in the workplace?	-0.12	.26**	.22**	.26**	.16*	.35**	.53**	1	-0.01	.40**	.29**	.43**	.38**	0.03
B9 In your opinion, is assistance available from more experienced women in tourism?	.19**	-0.09	0.04	-0.04	0.05	-.27**	.17**	-0.01	1	0.06	0.03	0.09	0.11	-.27**
B10 How important is it to receive advice from other women in tourism?	-0.08	.16*	.22**	.29**	.19**	.19**	.31**	.44**	0.07	1	.42**	.36**	.40**	.13*
B11 Rate the importance of tourism businesses providing training opportunities for women to occupy leadership positions	-0.06	.14*	.26**	.35**	.26**	.23**	.18**	.22**	-0.00	.31**	1	.47**	.35**	0.10
B12 Do you agree that leadership development training in tourism can enhance	-0.05	0.04	.23**	.28**	.24**	.20**	.35**	.37**	0.10	.35**	.41**	1	.48**	-0.01


Item	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14
your leadership skills?														
B13 Does participation in a leadership development programme enhances the progression of leadership for women in tourism?	-0.05	0.04	.18**	.33**	.22**	0.12	.36**	.37**	0.12	.36**	.26**	.53**	1	0.09
B14 In your opinion, do women in tourism struggle with leadership development?	-0.08	.13*	-0.11	0.02	-0.06	.23**	-0.10	0.04	-.28**	.15*	0.02	-0.03	0.08	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The correlation coefficient can have a value ranging from -1.00 to 1.00. This value represents the strength of the two variables' relationship. A correlation of 0 indicates that there is no relationship, a correlation of 1.0 indicates that there is a perfect positive correlation, and a correlation of -1.0 indicates that there is a perfect negative correlation (Pallant, 2020). According to Pallant (2020), when $r = .10$ to $.29$, the correlation is small, $r = .30$ to $.49$ indicates a medium correlation and $.50$ to 1.0 indicates a large correlation.

The strength of the correlation of factors colour coded  is between $r = .50$ and $.99$, ($n = 250$, $\rho \leq .001$) indicating a strong relationship, thus the effect size was large.

The strength of the correlation of factors colour coded  is between $r = .30$ and $.49$, ($n = 250$, $\rho \leq .001$) indicating a significant relationship, thus the effect size was medium.

The strength of the correlation with no colour coding is between $r = .01$ and below $.29$ ($n = 250$, $\rho \leq .001$) indicating a small relationship, thus the effect size was small.

The correlation matrix, (Table 5.2) contains some coefficients of 0.3 and above. The Kaiser-Meyer-Olkin value was 0.756, well above the recommended minimum value of 0.6 (Kaiser, 1970, 1974; Pallant, 2020; Tabachnick & Fidell, 2013) and the Bartlett's Test of Sphericity $X^2 = 710.42$ ($df = 45$; $p < .001$) (Bartlett, 1954; Pallant, 2020; Tabachnick & Fidell, 2013) reached statistical significance, $p < .001$. Thus, the correlation matrix was deemed factorable.

Of the 14 items subjected to PCA, four were found not to contribute to the solution, since excluding them resulted in an increase in the percent of the variance, explained by the solution.

5.4.2.1.2 Communalities for the items of the leadership of women in tourism construct

Communality refers to the share of variation across all other factors that were considered in the factor analysis, that an original variable originally had. It is calculated as the sum of the squared loadings for each factor for a certain variable (Hair, 2018, Pallant 2020). Low values (e.g., less than .30) may suggest that the component's item does not fit well with the other components (Pallant, 2020). Communality was done on 10 items and is depicted in Table 5.3.

Table 5.3: Communalities of the 10 items from the leadership of women in tourism construct.

Items	Initial	Extraction
B2 In the tourism workplace, are women required to negotiate for leadership positions?	1.00	.72
B4 How important is it for a woman in tourism to attain leadership status in her career?	1.00	.82
B5 How important is it for a woman in tourism to be in a position of greater responsibility?	1.00	.77
B6 Are there a lack of female role models in the tourism and hospitality environment?	1.00	.65
B7 In your opinion, do mentors have an impact on career development for women in tourism?	1.00	.54
B8 Do you agree that mentoring programs in tourism can assist in addressing issues of inequality in the workplace?	1.00	.68
B10 How important is it to receive advice from other women in tourism?	1.00	.42

Items	Initial	Extraction
B11 Rate the importance of tourism businesses providing training opportunities for women to occupy leadership positions	1.00	.37
B12 Do you agree that leadership development training in tourism can enhance your leadership skills?	1.00	.64
B13 Does participation in a leadership development programme enhances the progression of leadership for women in tourism?	1.00	.60

Extraction Method: PCA.

The communalities for the 10 items have a loading between .82 and .36. which supports a sample size of more than 200 (Hair et al., 2018). Hair et al., (2018) suggest loadings of .50 are seen as practically significant, while a well-defined structure is thought to be indicated by loadings greater than .70.

5.4.2.1.3 Total variance explained for leadership of women in tourism

Pallant (2020), suggests that the total variance explained by a factor is indicated by its eigenvalue. Table 5.4 reports the Total Variance explained by EFA for *leadership of WiT*.

Table 5.4: Total Variance Explained by Exploratory Factor Analysis for leadership of women in tourism construct.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.53	35.32	35.32	3.53	35.32	35.32	2.54	25.35	25.35
2	1.43	14.28	49.60	1.43	14.28	49.60	1.99	19.93	45.28
3	1.24	12.36	61.96	1.24	12.36	61.96	1.67	16.68	61.96
4	.86	8.64	70.59						
5	.72	7.16	77.75						
6	.62	6.20	83.95						

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
7	.50	5.02	88.97						
8	.44	4.40	93.36						
9	.42	4.23	97.59						
10	.24	2.41	100.00						

Extraction Method: PCA.

The initial three components had eigenvalues greater than 1. (3.53, 1.43, 1.24). The remaining 10 items as indicated in Table 5.3, resulted in a 3-factor solution, explaining 61.96% of the variation in the data. One of the three factors had only two items loading on it and was retained, because the two items correlate strongly ($r=.48$), while not correlating with any other items. One of the items loading on factor 1 also loaded on factor 3, but the difference in loading values is greater than .2 and thus the loading on factor 3 can be ignored. According to Pallant, (2020), only components with an eigenvalue of 1 or greater are taken into consideration while using KMO MSA.

5.4.2.1.4 Rotated Component Matrix: PCA with Varimax rotation for leadership of women in tourism construct

According to Hair et al., (2018) and Pallant (2020), simplifying the columns of the factor matrix is the main goal of the VARIMAX criterion. If a column contains only 1s and 0s, the VARIMAX rotational technique simplifies the problem as much as it can. In other words, the VARIMAX approach maximizes the sum of variances of the factor matrix's necessary loadings. Table 5.5 reports the Rotated Component Matrix: PCA with Varimax rotation.

Table 5.5: Rotated Component Matrix: PCA with Varimax rotation for leadership of women in tourism construct.

Items	Component		
	Mentorship	Power	Disparities in the workplace
B12 Do you agree that leadership development training in tourism can enhance your leadership skills?	.73		
B13 Does participation in a leadership development programme enhances the progression of leadership for women in tourism?	.71		
B7 In your opinion, do mentors have an impact on career development for women in tourism?	.70		
B8 Do you agree that mentoring programs in tourism can assist in addressing issues of inequality in the workplace?	.69		.47
B10 How important is it to receive advice from other women in tourism?	.60		
B4 How important is it for a woman in tourism to attain leadership status in her career?		.87	
B5 How important is it for a woman in tourism to be in a position of greater responsibility?		.85	
B11 Rate the importance of tourism businesses providing training opportunities for women to occupy leadership positions		.48	
B2 In the tourism workplace, are women required to negotiate for leadership positions?			.82
B6 Are there a lack of female role models in the tourism and hospitality environment?			.77

Extraction Method: PCA.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 8 iterations.

The Varimax rotation method, which aims to reduce the number of variables that strongly load on multiple factors, is the most widely used orthogonal technique (Pallant, 2020; Hair, 2018;

Jung 2012). Varimax rotation¹, a rotation method that tries to keep correlations among the latent factors to a minimum was performed. Factor loadings of less than 0.4 were excluded, and this resulted in a simple structure (Pallant, 2020; Thurstone, 1947), with a number of strong loadings on each of the 3 factors.

5.4.2.1.5 Scree Plot for Leadership of women in tourism construct

The scree plot is used to determine the optimal number of factors that can be extracted before the amount of unique variance begins to dominate the structure of common variance. A pausing rule (was) based on the retrieved factors' eigenvalues' pattern. Finding an "elbow" in the pattern, which indicates succeeding elements that are not unique, can be done by looking at a plot of the eigenvalues (Hair et al., 2018). Figure 5.16 reports the Scree Plot for leadership of WiT.

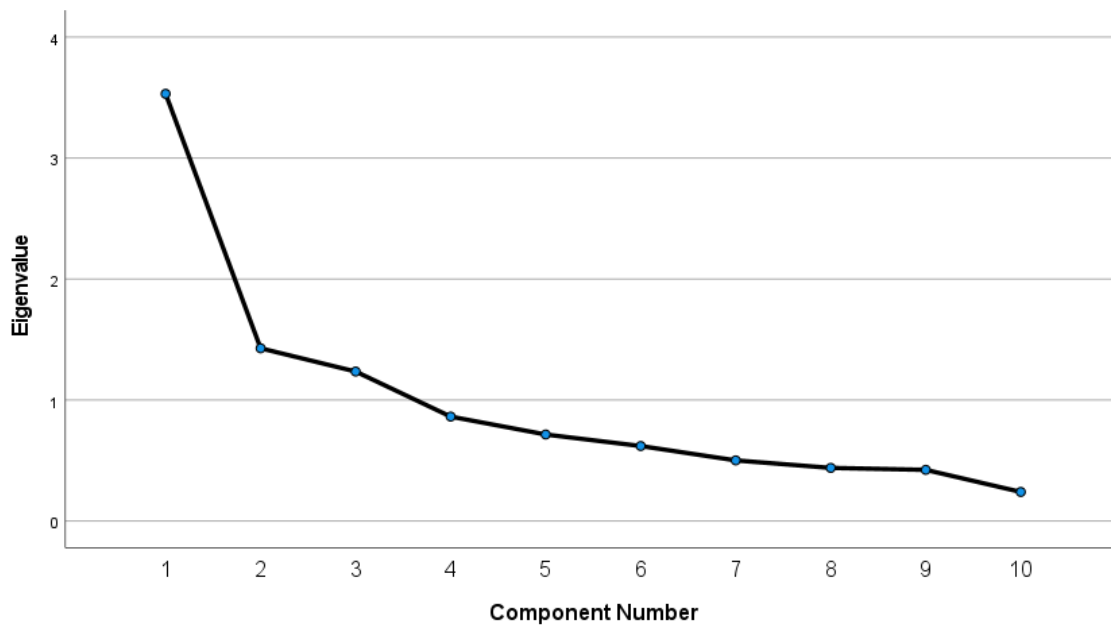


Figure 5.16 Scree Plot for leadership of women in tourism.

Source: Contributing author.

The above figure indicates that the “elbow” can be found at factor 4 and therefore only factors 1, 2 and 3 were retained. Factors 1, 2 and 3 were retained due to the Cronbach alpha values,

¹ Orthogonal rotation was chosen since the analytical procedures are better developed than those of Oblique rotation. Varimax specifically was chosen since it results in a clearer separation of factors (Hair et al., 2018).

meeting the minimum criterion. Values for the 3 latent variables were calculated and they were named.

Factor 1 : *Mentorship* (B7, B8, B10, B12, B13),

Factor 2 : *Power* (B4, B5 , B11) and

Factor 3: *Disparities in the Workplace* (B2, B6, B8).

The subscales for the extracted factors were obtained by calculating the mean of the items loading on each of the subscales.

5.4.2.1.6 Descriptive Statistics of the 3 new extracted factors from the leadership of women in tourism construct

There are several applications for descriptive statistics, and these include describing the characteristics of your sample, inspecting variables for any infractions of the assumptions underlying the statistical techniques, and to respond to specific research questions (Pallant, 2020). Generating descriptive statistics for the variables is necessary for hypothesis testing. Included in this group of descriptive statistics are the mean, standard deviation, score distribution, skewness, and kurtosis (Pallant, 2020). Table 5.7 reports the descriptive statistics for the 3 extracted new latent variables.

Table 5.6 Descriptive Statistics of 3 new extracted factors from the leadership of women in tourism construct.

Factors	N	Minimum	Maximum	Mean	Std. Deviation
Mentorship	250	2.50	7.00	6.39	.80
Power	250	3.33	7.00	6.50	.75
Disparities in the workplace	250	1.00	7.00	5.02	1.75
Valid N (listwise)	250				

The largest discriminatory score was Power, which had a mean score of 6.50, followed by Mentorship, which had a mean score of 6.38. Disparities in the workplace had the lowest mean score of 5.02 but had the largest variance of 1.75.

5.4.2.1.7 Mean factor scores for the new latent factors from the leadership of women in tourism construct

Figure 5.17 reports the mean scores for the new latent factors from the *leadership of WiT*.

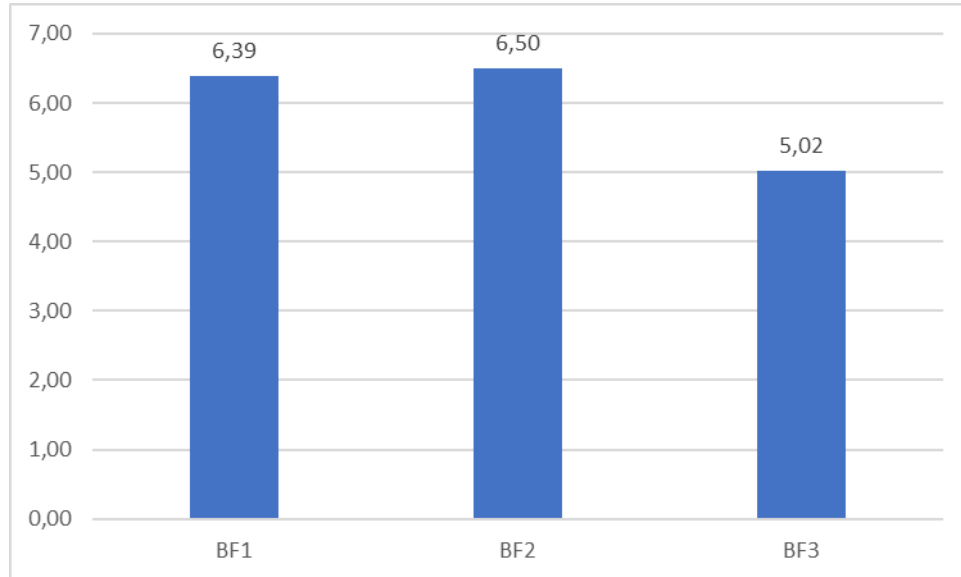


Figure 5.17 Mean factor scores for the new latent factors from the for leadership of women in tourism construct.

Source: Contributing author.

When interpreting the mean score, it should be done relative to the middle value (in this case 4) of the original scale used to measure level of agreement. If the mean value is below the middle value, then one can conclude that a larger proportion of respondents' selected values reflect towards the lower part of the scale rather than towards the higher end of the scale. If the mean value is above the middle value, then one can conclude that a larger proportion of respondents' selected values reflect towards the higher part of the scale rather than towards the lower end of the scale. The mean scores for all factors are above the middle value.

5.4.2.1.8 Reliability statistics for the new latent factors from the leadership of women in tourism construct

The reliability of statistics refers to the degree to which a variable or set of variables is consistent with the measurement. Should several measurements be taken, the values of reliable variables would all be consistent (Pallant, 2020). Table 5.7 reports the reliability statistics for the three new extracted variables.

Table 5.7: Reliability statistics for the three new extracted factors from the leadership of women in tourism construct.

Subscale	Description	N of Items	Cronbach's Alpha
BF1	Mentorship	5	0.74
BF2	Power	3	0.68
BF3	Disparities in the workplace	2	0.64
Overall	All dimensions	10	0.75

Cronbach's alpha refers to a measure of reliability ranging from 0 to 1, with values ranging from .60 to .70 considered the lower limit of acceptability (Hair et al., 2018). All the extracted factors demonstrate acceptable internal consistency or reliability, as illustrated by Cronbach's alpha coefficients² listed in Table 5.7.

5.4.2.1.9 Correlations among the 3 new extracted factors from the leadership of women in tourism construct

A correlation refers to the degree to which two variables are linearly connected and is expressed by the statistical concept of correlation. Table 5.8 reports the Correlations among the 3 extracted factors.

Table 5.8: Correlations among the 3 extracted factors from the leadership of women in tourism construct (Pearson/Spearman rho).

Factors	Mentorship	Power	Disparities in the workplace
Mentorship	1	.47**	.36**
Power	.42**	1	.39**
Disparities in the workplace	.28**	.34**	1

** . Correlation is significant at the 0.01 level (2-tailed).
 Pearson Correlation /Spearman rho

The results from Table 5.8 for Pearson's Correlations are interpreted as follows:

- The positive relationship between *Mentorship* and *Power* ($r = .42$, $n = 250$, $p \leq .01$) exists as indicated by the medium strength of the correlation coefficient between the new latent variables.

²The generally agreed upon lower limit for Cronbach's Alpha is 0.70, although it may decrease to 0.60 in exploratory research (Hair et al., 2018).

- The strength of the relationship between *Mentorship* and *Disparities in the Workplace* ($r = .36$, $n = 250$, $\rho \leq .01$) had a medium effect, indicating a relationship between the new latent variables.
- The strength of the relationship between *Power* and *Disparities in the Workplace* ($r = .39$, $n = 250$, $\rho \leq .01$) had a medium effect, indicating a relationship between the new latent variables.

Based on the results from Table 5.8 for the Spearman rho Correlations are as follows:

- The strength of the relationship between *Mentorship* and *Power* ($r = .47$, $n = 250$, $\rho \leq .01$) had a medium effect, indicating a positive relationship between the new latent variables.
- The strength of the relationship between *Mentorship* and *Disparities in the Workplace* ($r = .28$, $n = 250$, $\rho \leq .01$) had a small effect, indicating a relationship between the new latent variables.
- The strength of the relationship between *Power* and *Disparities in the Workplace* ($r = .34$, $n = 250$, $\rho \leq .01$) had a medium effect, indicating a relationship between the new latent variables.

Thus, all the new latent variables correlate with one another, but not excessively.

5.4.2.1.10 Test for Normality for the new latent factors from the leadership of women in tourism construct

Hair et al. (2018) describes a normality test as evaluating the extent to which the sample data distribution corresponds to a normal distribution. According to Pallant (2020), normality is used to explain a bell-shaped, symmetrical curve, where the larger scores' frequency is in the middle, and the smaller scores' frequency is toward the extremities of the curve. The total scores for *Mentorship*, *Power*, and *Disparities in the Workplace* were subjected to the Kolmogorov-Smirnov and the Shapiro-Wilk tests, to test the null hypothesis that the data is normally distributed, as shown in Table 5.9. Both the Kolmogorov-Smirnov and the Shapiro-Wilk tests indicated significant deviations from a normal distribution (Hair et al., 2018). In the social sciences, it is uncommon for the normal distribution to indicate a value of zero (Tabachnick & Fidell, 2013).

The dimensions, sub-dimensions, and iterative item reliability were used to support all newly constructed scales (as mentioned in section 5.4.2.1). When using Kolmogorov-Smirnov, a p -value of more than .05 indicates that the result is not significant, while a p -value of less than 0.1 shows that the assumption of normality has been violated (Pallant, 2020; Hair et al.2018).

Table 5.9 Tests of Normality for the new latent factors from the leadership of women in tourism construct.

New latent factors	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	p	Statistic	df	p
Mentorship	.22	250	<.001	.77	250	<.001
Power	.29	250	<.001	.71	250	<.001
Disparities in the workplace	.13	250	<.001	.91	250	<.001

a. Lilliefors Significance Correction, df = degrees of freedom, p = significance
m = Mentorship, p = Power, d = Disparities in the workplace

H_{0m}: Data from the *Mentorship* Scale are normally distributed.

H_Am: Data from the *Mentorship* Scale are not normally distributed

H_{0p}: Data from the *Power* Scale are normally distributed.

H_Ap: Data from the *Power* Scale are not normally distributed

H_{0d}: Data from the *Disparities in the Workplace* Scale are normally distributed.

H_Ad: Data from the *Disparities in the Workplace* Scale are not normally distributed

The statistics, as shown in Table 5.9, corroborate, **H_A** which claims that the data for mentorship, power, and workplace disparities are not normally distributed, as the p -values are smaller than .05. The graphs (Figures 5.18 – 5.20) depict the deviations. **H₀** is therefore not supported. The sample size was, however, relatively large (>200), and the Kolmogorov-Smirnov test is more sensitive to larger samples. Therefore, as informed by Tabachnick and Fidell (2013), the test for normality is not critical to continue with the analyses. Due to these

deviations, non-parametric tests are used for inferential testing. Figures 5.18, 5.19, and 5.20 show the graphic distribution scores for *Mentorship*, *Power*, and *Workplace Disparities*.

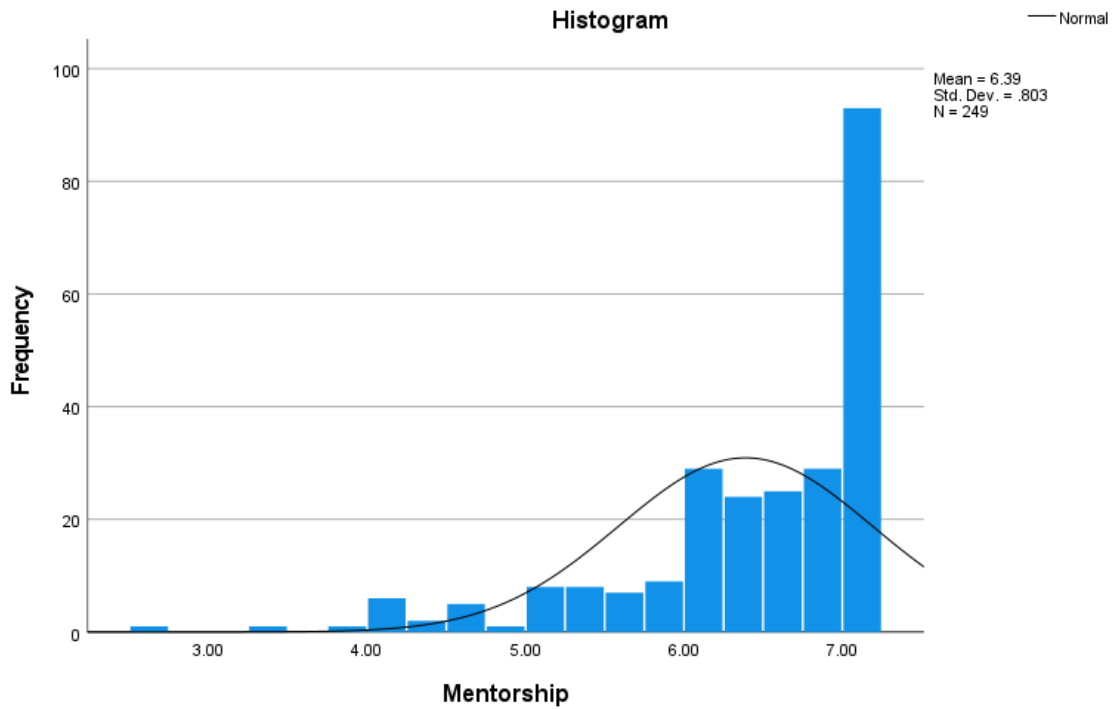


Figure 5.18 Normal Distribution of scores for Mentorship.

Source: Contributing author.

Figure 5.18 illustrates the graphic distribution of the Mentorship scores. Most of the *Mentorship* scores occurred towards the end of the distribution, indicating a significant deviation from normality.

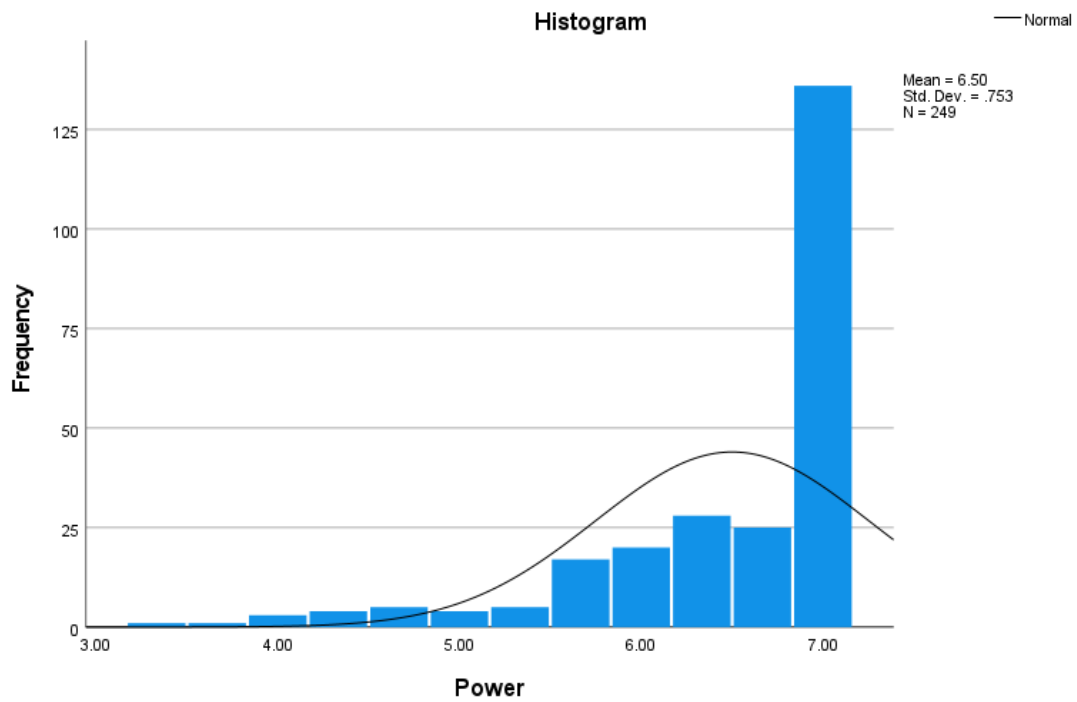


Figure 5.19 Normal Distribution of scores for Power.

Source: Contributing author.

Figure 5.19 illustrates the graphic distribution of the *Power* scores. Most of the *Power* scores occurred towards the end of the distribution, indicating a significant deviation from normality.

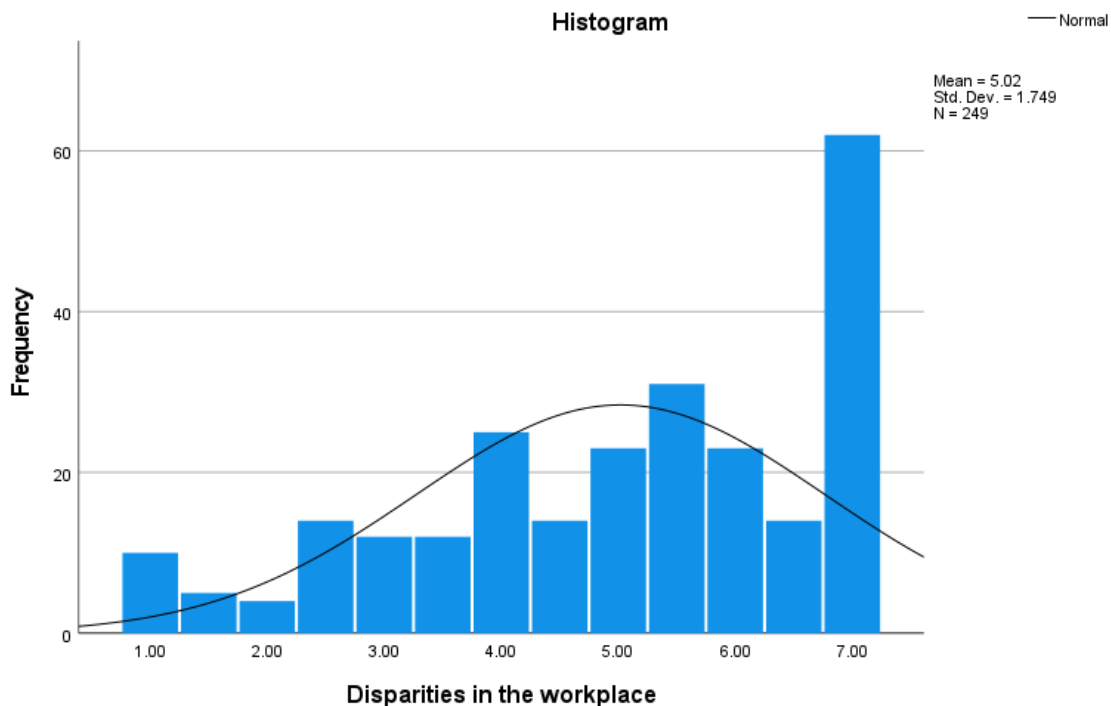


Figure 5.20 Normal Distribution of scores for *Disparities in the workplace*

Source: Contributing author.

Figure 5.20 illustrates the graphic distribution of the *Disparities in the Workplace* scores. Most of the latter scores occurred towards the centre of the distribution, indicating a significant deviation from normality.

Thus, three new latent factors were identified as variables for *leadership of WiT*. The following hypothesis was suggested:

H₁: Power, mentorship and development programmes are dimensions of the leadership of women in the South African tourism sector, and can be reliably and validly measured.

Based on the discussions in this section, all three new latent factors had acceptable reliability coefficients, ranging between .64 and .74, with an overall reliability coefficient for all three new latent variables of .75. **H₁** was therefore supported with reliable new latent variables to proceed with the next statistical analysis.

5.4.2.2 EFA for motivation of women in tourism construct

The EFA was consistent with the method discussed in sections 4.7.2.2.1 and 5.4.2.1 as outlined in the sections below.

5.4.2.2.1 Pearson Correlation and Spearman rho correlation coefficients for the motivation of women in tourism construct

The factorability of the correlation matrix was investigated, using Pearson's product-moment correlation coefficient and Spearman rho Correlation. Table 5.10 reports the Pearson Correlational Coefficients and Spearman rho correlations for the 16 items from the Motivation of women in tourism construct.

Table 5.10 reports the Pearson Correlational and Spearman rho coefficients for the 16 items from the Motivation of women in tourism construct.

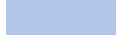
Table 5.10: Pearson Correlation Coefficients among the original 16 items for motivation of women in tourism (Pearson correlation/Spearman's rho).


Items	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13	D14	D15	D16
D1 In general, are women in tourism able to manage competing demands at work?	1	.34**	.26**	-.26**	.14*	.22**	.33**	.26**	.35**	0.01	.28**	.32**	.24**	.18**	.20**	.15*
D2 How important is it for women in tourism to assist in the improvement of existing business processes?	.33**	1	.50**	-.14*	.24**	.40**	.27**	0.11	.16*	-0.08	.18**	.38**	.28**	.19**	.30**	.30**
D3 Do you agree that the empowerment of women employees leads to high productivity in the tourism business?	.22**	.37**	1	-.20**	.19**	.38**	.29**	.16*	.15*	0.07	.19**	.28**	.23**	.20**	.33**	.24**
D4 In general, do women in tourism struggle to cope with multi-tasking?	-.17**	-0.08	-0.12	1	-0.04	-0.10	-0.11	-.13*	-.17**	0.10	-.13*	-.24**	-.16*	-.17**	-.23**	-.19**
D5 As a woman in tourism, do you consider that working in a team enhances productivity in the workplace?	0.09	.15*	.13*	0.04	1	.41**	.28**	.18**	.14*	-0.12	.14*	0.12	.18**	.20**	.21**	.27**
D6 How important is it for women in tourism to take a personal interest in each other's performance?	.18**	.32**	.31**	-0.00	.39**	1	.30**	.14*	.13*	-0.01	.21**	.26**	.16*	0.09	.20**	.23**
D7 Is it important for women in tourism to have a challenging job?	.30**	.26**	.24**	0.02	.26**	.22**	1	.28**	.25**	-.13*	.17**	.20**	.23**	.18**	.20**	.18**
D8 Do women in tourism feel energised at their place of work?	.22**	0.08	.14*	-0.02	.13*	0.08	.21**	1	.65**	0.02	.51**	.35**	.39**	0.12	.17**	.14*
D9 Overall, do women feel fully immersed in their tourism related work?	.34**	.16**	.14*	-0.07	0.10	0.10	.21**	.66**	1	0.07	.48**	.41**	.36**	0.12	.18**	.16**
D10 In general, is it tough for women to detach themselves from their tourism related work?	-0.01	-0.07	0.07	0.07	-.14*	-0.05	-.16*	-0.01	0.03	1	.18**	.13*	0.06	-0.08	0.03	-0.01
D11 Overall, are women in tourism enthusiastic about their job?	.26**	.15*	.18**	-0.05	0.12	0.12	.14*	.52**	.51**	.14*	1	.50**	.48**	.20**	.27**	.28**
D12 How important is it for women in tourism to achieve positive outcomes in	.27**	.34**	.22**	-.15*	0.09	.21**	.16*	.34**	.40**	0.09	.51**	1	.51**	.21**	.36**	.46**

Items	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13	D14	D15	D16
their tourism work life?																
D13 In general, are women in tourism focused on achieving success in their tourism career?	.22**	.24**	.16*	-0.10	0.12	0.12	.20**	.41**	.40**	0.05	.49**	.58**	1	.17**	.38**	.48**
D14 Do you agree that remuneration is an important factor in job satisfaction for women in tourism?	.16*	.19**	.21**	-0.09	0.10	0.08	.16*	0.07	0.10	-0.09	.17**	.17**	.19**	1	.46**	.37**
D15 Do you agree that promotion serves as a career motivator for women in tourism?	.18**	.28**	.32**	-.16*	.20**	.20**	.19**	.16*	.15*	0.01	.23**	.36**	.41**	.41**	1	.62**
D16 Do you agree that recognition in the workplace leads to greater work motivation for women in tourism?	0.10	.29**	.16**	-0.10	.21**	.21**	.16**	.14*	.16**	-0.01	.25**	.43**	.51**	.38**	.64**	1

** . Correlation is significant at the 0.01 level (2-tailed).
 * . Correlation is significant at the 0.05 level (2-tailed).

The correlation coefficient can have a value ranging from -1.00 to 1.00. This value represents the strength of the two variables' relationship. A correlation of 0 indicates that there is no relationship, a correlation of 1.0 indicates that there is a perfect positive correlation, and a correlation of -1.0 indicates that there is a perfect negative correlation (Pallant, 2020). According to Pallant (2020) when $r = .10$ to $.29$ the correlation is small, $r = .30$ to $.49$ indicates a medium correlation and $.50$ to 1.0 indicates a large correlation.

The strength of the correlation of factors colour coded  is between $r = .50$ and $.99$, ($n = 250$, $p \leq .001$) indicating a strong relationship, thus the effect size was large.

The strength of the correlation of factors colour coded  is between $r = .30$ and $.49$, ($n = 250$, $p \leq .001$) indicating a significant relationship, thus the effect size was medium.

The strength of the correlation with no colour coding is between $r = .01$ and below $.29$ ($n = 250$, $p \leq .001$) indicating a small relationship, thus the effect size was small.

The correlation matrix, (Table 5.10) contains some coefficients of 0.3 and above. The Kaiser-Meyer-Olkin value was 0.77, well above the recommended minimum value of 0.6 (Kaiser, 1970, 1974; Kaiser, 1970, 1974; Pallant, 2020; Tabachnick & Fidell, 2013) and the Bartlett's Test of Sphericity $\chi^2 = 697.65$ ($df = 45$; $p < .001$) (Bartlett, 1954; Pallant, 2020; Tabachnick & Fidell, 2013) reached statistical significance, $p < .001$. Thus, the correlation matrix was deemed factorable.

16 items were initially subjected to PCA which resulted in a 5-factor solution that explained 61.630% of the variance in the data. Six of the variables were excluded from the solution since their deletion resulted in an increased percent of variance explained by the solution even though the number of factors decreased.

5.4.2.2 Communalities of the 10 items of the motivation of women in tourism construct

Communality was done on 10 items and is depicted in Table 5.11, which is consistent with the method explained in section 5.4.2.1.2.

Table 5.11: Communalities of the 10 items from the motivation of WiT construct.

Items	Initial	Extraction
D2 How important is it for women in tourism to assist in the improvement of existing business processes?	1.00	.56
D3 Do you agree that the empowerment of women employees leads to high productivity in the tourism business?	1.00	.53
D6 How important is it for women in tourism to take a personal interest in each other's performance?	1.00	.58
D8 Do women in tourism feel energised at their place of work?	1.00	.73
D9 Overall, do women feel fully immersed in their tourism related work?	1.00	.73
D11 Overall, are women in tourism enthusiastic about their job?	1.00	.64
D12 How important is it for women in tourism to achieve positive outcomes in their tourism work life?	1.00	.54
D14 Do you agree that remuneration is an important factor in job satisfaction for women in tourism?	1.00	.52

Items	Initial	Extraction
D15 Do you agree that promotion serves as a career motivator for women in tourism?	1.00	.72
D16 Do you agree that recognition in the workplace leads to greater work motivation for women in tourism?	1.00	.71

Extraction Method: PCA.

The communalities for the 10 items have a loading between .73 and .53, which supports a sample size of more than 200 (Hair et al., 2018).

5.4.2.2.3 Total Variance Explained for the motivation of women in tourism construct

Table 5.12 reports the Total Variance explained by EFA for *motivation of WiT* as suggested in section 5.4.2.1.3

Table 5.12: Total Variance Explained by EFA for the motivation of WiT construct.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.39	33.94	33.94	3.39	33.94	33.94	2.42	24.20	24.20
2	1.68	16.84	50.79	1.68	16.84	50.79	2.07	20.68	44.88
3	1.16	11.59	62.38	1.16	11.59	62.38	1.75	17.50	62.38
4	.81	8.06	70.44						
5	.70	6.97	77.41						
6	.62	6.19	83.60						
7	.58	5.80	89.40						
8	.41	4.10	93.50						
9	.33	3.28	96.78						
10	.32	3.22	100.00						

Extraction Method: PCA.

The initial three components had eigenvalues greater than 1. (3.39, 1.68, 1.16). The remaining 10 items resulted in a 3-factor solution, explaining 62.38% of the variation in the data. According to Pallant, (2020), only components with an eigenvalue of 1 or greater are taken into consideration while using KMO MSA.

5.4.2.2.4 Rotated Component Matrix: PCA with Varimax rotation for motivation of women in tourism construct

To reduce the dimensionality of the data, PCA with IBM SPSS Statistics V28 was used to examine patterns of correlations among the questions used to determine perceptions, regarding *motivation of WiT*. Table 5.13 reports the Rotated Component Matrix: PCA with Varimax rotation as discussed in section 5.4.2.1.4

Table 5.13: Rotated Component Matrix: PCA with Varimax rotation for motivation of women in tourism construct.

Items	Component		
	Engagement	Extrinsic Motivation	Productivity
D8 Do women in tourism feel energised at their place of work?	.85		
D9 Overall, do women feel fully immersed in their tourism related work?	.85		
D11 Overall, are women in tourism enthusiastic about their job?	.77		
D12 How important is it for women in tourism to achieve positive outcomes in their tourism work life?	.57		
D16 Do you agree that recognition in the workplace leads to greater work motivation for women in tourism?		.81	
D15 Do you agree that promotion serves as a career motivator for women in tourism?		.81	
D14 Do you agree that remuneration is an important factor in job satisfaction for women in tourism?		.72	
D6 How important is it for women in tourism to take a personal interest in each other's performance?			.76
D2 How important is it for women in tourism to assist in the improvement of existing business processes?			.71
D3 Do you agree that the empowerment of women employees leads to high productivity in the tourism business?			.71

Items	Component		
	Engagement	Motivation	Productivity
		Extrinsic	

Extraction Method: PCA.
 Rotation Method: Varimax with Kaiser Normalization.
 a. Rotation converged in 4 iterations.

Varimax rotation³, a rotation method that tries to keep correlations among the latent factors to a minimum, was performed. Excluding factor loadings of less than 0.4, resulted in a simple structure (Thurstone, 1947; Pallant, 2020), with each of the 3 factors showing a number of strong loadings (Table 5.13).

5.4.2.2.5 Scree Plot for motivation of women in tourism construct

Figure 5.21 reports the Scree Plot for *motivation of WiT*, which is consistent with the method explained in section 5.4.2.1.5.

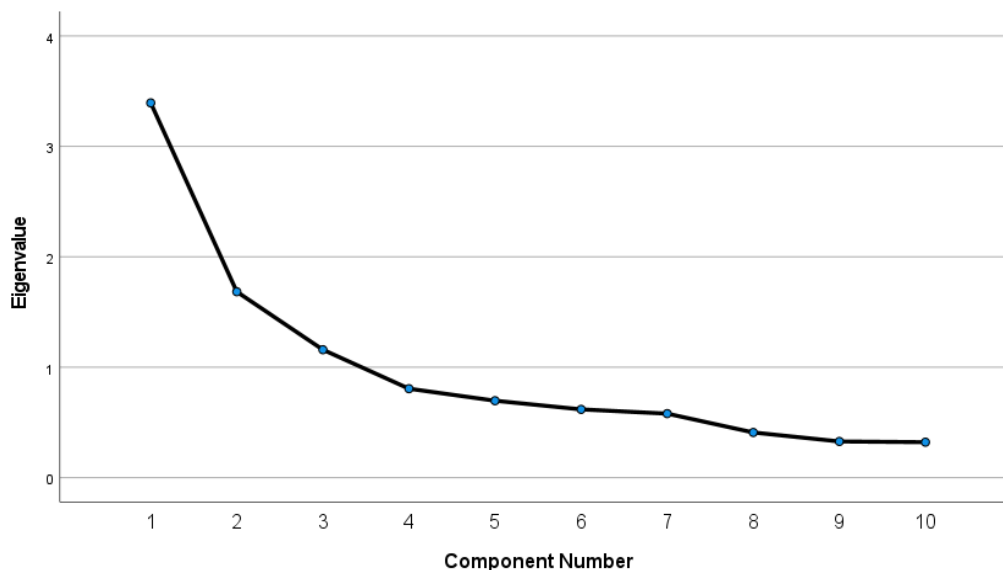


Figure 5.21 Scree Plot for Motivation of women in tourism.

Source: Contributing author.

The above figure indicates that the “elbow” can be found at factor 4 and therefore only factors 1, 2 and 3 were retained. Factor 1, 2 and 3 were retained due to the

³ Orthogonal rotation was chosen since the analytical procedures are better developed than those of Oblique rotation. Varimax specifically was chosen since it results in a clearer separation of factors (Hair et al., 2018).

Cronbach alpha values meeting the minimum criterion. This resulted in 3 new latent variables being created and named:

Factor 1: *Engagement* (D9, D11, D12)

Factor 2: *Extrinsic Motivation* (D14, D15, D16)

Factor 3: *Productivity* (D2, D3, D6)

5.4.2.2.6 Descriptive Statistics of 3 new extracted factors from the motivation of women in tourism construct

Table 5.14 reports the descriptive statistics for the three extracted variables as explained in section 5.4.2.1.6

Table 5.14 Descriptive Statistics of 3 new extracted factors from the motivation of WiT in tourism construct.

Factors	N	Minimum	Maximum	Mean	Std. Deviation
Engagement	250	2.00	7.00	5.85	1.04
Extrinsic Motivation	250	4.00	7.00	6.72	.55
Productivity	250	3.67	7.00	6.42	.70
Valid N (listwise)	250				

The largest discriminatory score was *Extrinsic Motivation*, which had a mean score of 6.72, followed by *Productivity*, which had a mean score of 6.42. *Engagement* had the lowest mean score of 5.85.

5.4.2.2.7 Mean factor scores for the new latent factors from the motivation of women in tourism construct

Figure 5.22 reports the mean scores for *motivation of WiT*, which is consistent with the method explained in section 5.4.2.1.7.

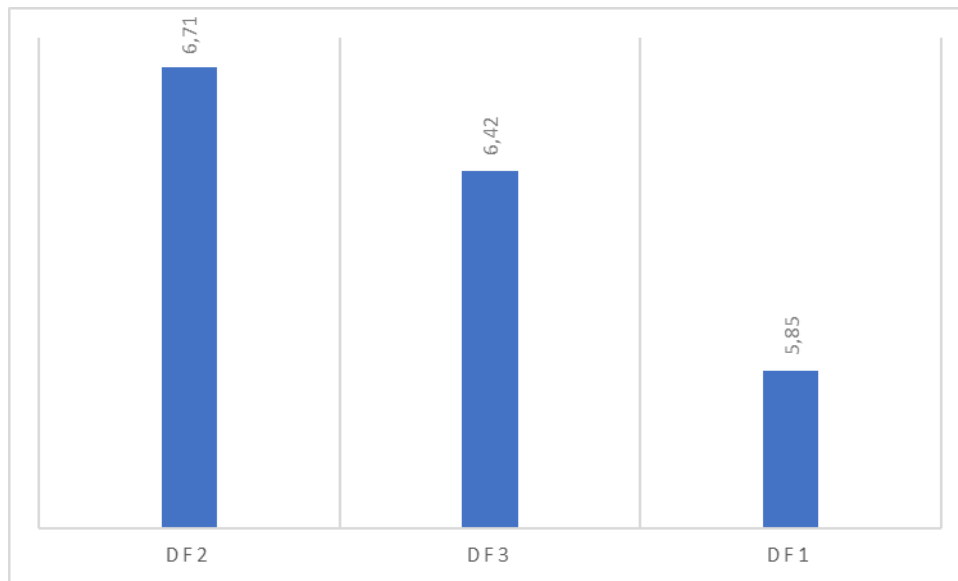


Figure 5.22 Mean factor scores for the new latent factors from the motivation of WiT construct.

Source: Contributing author.

When interpreting the mean score, it should be done relative to the middle value (in this case 4) of the original scale used to measure level of agreement. If the mean value is below the middle value, then one can conclude that a larger proportion of respondents selected values toward the lower part of the scale, rather than toward the higher end of the scale. If the mean value is above the middle value, then one can conclude that a larger proportion of respondents selected values are toward the higher part of the scale rather than toward the lower end of the scale. The subscales for the extracted factors were obtained by calculating the mean of the items loading on each of the subscales. The mean scores for all factors are above the middle value.

5.4.2.2.8 Reliability statistics for the three new latent factors from the motivation of women in tourism construct

Table 5.15 reports the reliability statistics for the three extracted variables, which is consistent with the method explained in section 5.4.2.1.8.

Table 5.15: Reliability statistics for the 3 new extracted factors from the motivation of women in tourism construct.

Subscale	Description	N of Items	Cronbach's Alpha
DF1	Engagement	4	0.78
DF2	Extrinsic Motivation	3	0.70
DF3	Productivity	3	0.55
Overall	All dimensions	10	0.74

Two of the extracted factors demonstrate acceptable internal consistency, as illustrated by Cronbach's alpha coefficients⁴ listed in Table 5.12. Factor 3 has a Cronbach's alpha of .55, slightly lower than the suggested .6 lower limit for exploratory studies. (Hair, 2018). *Productivity* was retained as it was theoretically required for purpose of this exploratory study.

5.4.2.2.9 Correlations among the 3 new extracted factors from the Motivation of women in tourism construct

Table 5.16 reports the Correlations among the 3 extracted factors, which is consistent with the method explained in section 5.4.2.1.9.

Table 5.16 Correlations among the 3 new extracted factors from the Motivation of WiT construct (Pearson/Spearman rho).

New latent factors	Engagement	Extrinsic Motivation	Productivity
Engagement	1	.25**	.27**
Extrinsic Motivation	.27**	1	.24**
Productivity	.23**	.32**	1

** Correlation is significant at the 0.01 level (2-tailed).
 Pearson Correlation/ Spearman rho

Based on the results from Table 5.8 for Pearson's Correlations, details are as follows:

- The strength of the relationship between *Engagement* and *Extrinsic Motivation* ($r = .27$, $n = 250$, $p \leq .01$) had a small effect, indicating a weak relationship between the new latent variables.

⁴"The generally agreed upon lower limit for Cronbach's Alpha is 0.70, although it may decrease to 0.60 in exploratory research" (Hair et al., 2018).

- The strength of the relationship between *Engagement* and *Productivity* ($r = .23$, $n = 250$, $\rho \leq .01$) had a small effect, indicating a weak relationship between the new latent variables.
- The strength of the relationship between *Extrinsic Motivation* and *Productivity* ($r = .32$, $n = 250$, $\rho \leq .01$) had a medium effect, indicating a relationship between the new latent variables.

Based on the results from Table 5.8 for the Spearman rho Correlations are as follows:

- The strength of the relationship between *Engagement* and *Extrinsic Motivation* ($r = .25$, $n = 250$, $\rho \leq .01$) had a small effect, indicating a weak relationship between the new latent variables.
- The strength of the relationship between *Engagement* and *Productivity* ($r = .27$, $n = 250$, $\rho \leq .01$) had a small effect, indicating a weak relationship between the new latent variables.
- The strength of the relationship between *Extrinsic Motivation* and *Productivity* ($r = .24$, $n = 250$, $\rho \leq .01$) had a small effect, indicating a weak relationship between the new latent variables.

Only the relationship between *Extrinsic Motivation* and *Productivity* had a correlation above .3.

5.4.2.2.10 Test for Normality for the new latent factors from motivation of women in tourism construct

Table 5.17 reports on the test for normality for the three extracted variables, which is consistent with the method explained in section 5.4.2.1.10.

Table 5.17 Test for Normality for the 3 new extracted factors from the motivation of women in tourism construct.

Factors	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	p	Statistic	df	p
Engagement	.133	250	<.001	.908	250	<.001
Extrinsic motivation	.395	250	<.001	.590	250	<.001
Productivity	.262	250	<.001	.805	250	<.001

a. Lilliefors Significance Correction; df = degrees of freedom; p = significance.

e = Engagement , em = Extrinsic Motivation , p = Productivity

Both the Kolmogorov-Smirnov and the Shapiro-Wilk tests of normality indicate that the distributions of the latent constructs deviate significantly from normality. The normality of the data distribution is addressed by two hypotheses per new latent variable (factor): the null and an alternative.

H_{0e}: Data from the *Engagement* Scale are normally distributed.

H_{Ae}: Data from the *Engagement* Scale are not normally distributed.

H_{0em}: Data from the *Extrinsic Motivation* Scale are normally distributed.

H_{Aem}: Data from the *Extrinsic Motivation* Scale are not normally distributed

H_{0p}: Data from the *Productivity* in the workplace Scale are normally distributed.

H_{Ap}: Data from the *Productivity* in the workplace Scale are not normally distributed

The statistics, as shown in Table 5.17, corroborate, **H_A** which claims that the data for *Engagement*, *Extrinsic Motivation*, and *Productivity* are not normally distributed because the p-values are less than .05. The graphs below depict the deviations. **H₀** is therefore not supported. The sample size was, however, relatively large (>200), and the Kolmogorov-Smirnov test is more sensitive to larger samples. Therefore, as informed by Tabachnick and Fidell (2013) the test for normality is not critical to continue with the analyses. Due to these deviations, non-parametric tests are used for inferential testing. Figures 5.23, 5.24, and 5.25 show the graphic distribution scores for *Engagement*, *Extrinsic Motivation*, and *Productivity*.

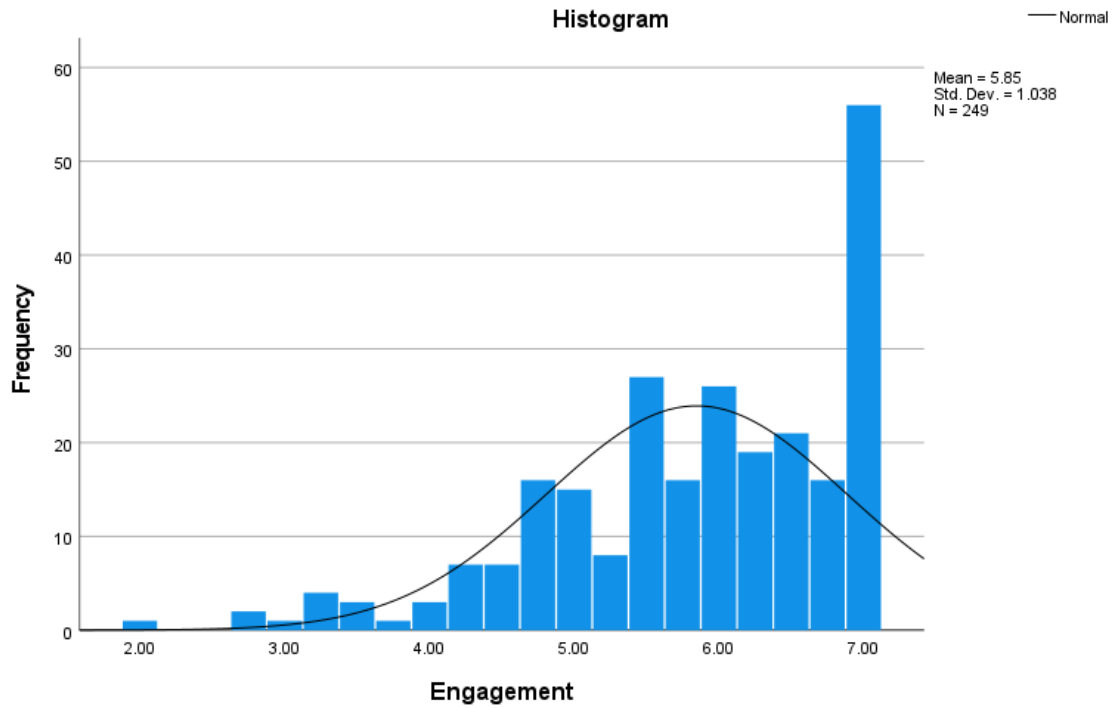


Figure 5.23 *Graphic distribution of the Engagement scores.*

Source: Contributing author.

Figure 5.23 illustrates the graphic distribution of *the Engagement* scores. Most of the *Engagement* scores occurred towards the end of the distribution indicating a significant deviation from normality.

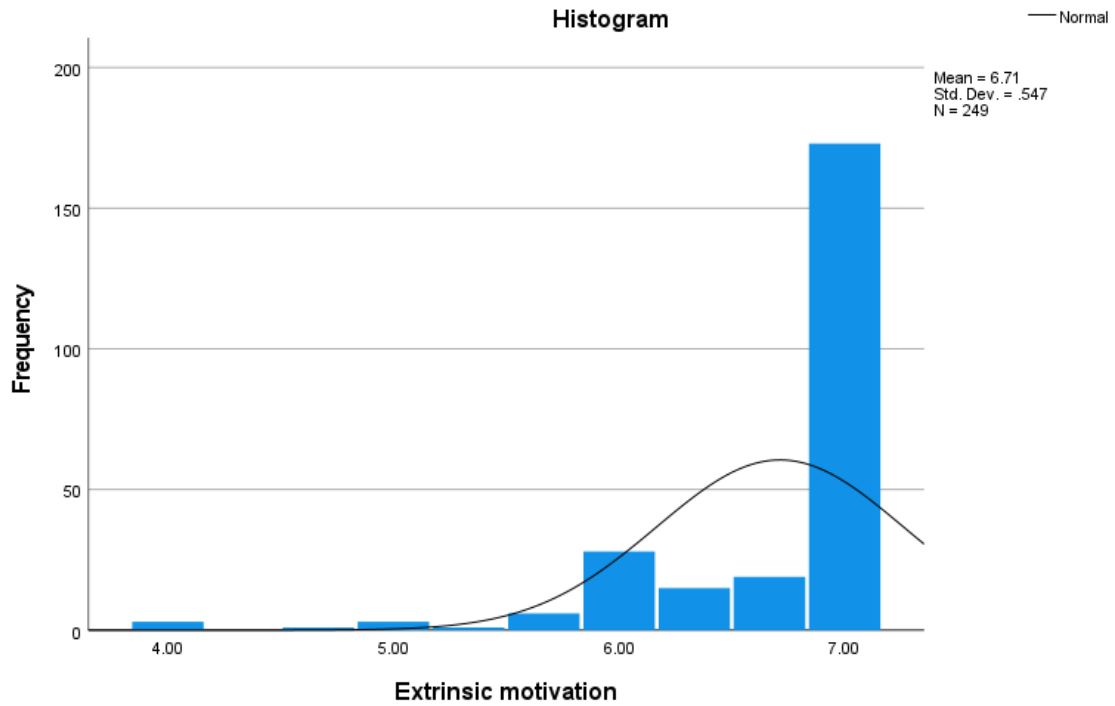


Figure 5.24 Graphic distribution of the *Extrinsic Motivation* scores.

Source: Contributing author.

Figure 5.24 illustrates the graphic distribution of the *Extrinsic Motivation* scores. Most of these scores occurred towards the end of the distribution, indicating a significant deviation from normality.

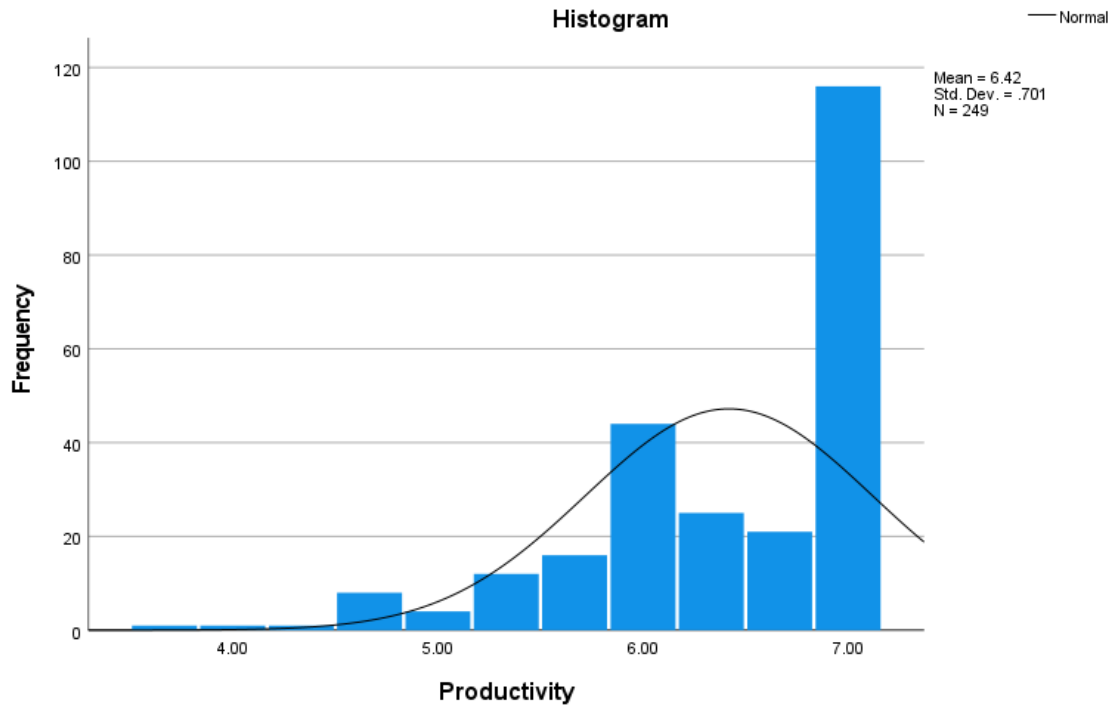


Figure 5.025 Graphic distribution of the Productivity scores

Source: Contributing author.

Figure 5.25 illustrates the graphic distribution of the *Productivity* scores. Most of the *Productivity* scores occurred towards the end of the distribution indicating a significant deviation from normality.

Thus, three new latent factors were identified as variables for *motivation of WiT*. The following hypothesis was suggested:

H₂: Productivity, engagement, intrinsic motivation and extrinsic motivation are dimensions of motivation of women in the South African tourism sector, and can be reliably and validly measured.

Based on the discussions in this section, two (*Engagement* and *Extrinsic Motivation*) of the three new latent factors had acceptable reliability coefficient, ranging between .78 and .70, with an overall reliability coefficient for all three new latent variables as .74. **H₂** was therefore supported with reliable new latent variables to proceed with the next statistical analysis.

5.4.2.3 EFA for empowerment of Women in tourism construct

The EFA was consistent with the method discussed in sections 4.7.2.2.1, 5.4.2.1, and 5.4.2.2 as outlined in the sections below.

5.4.2.3.1 Pearson Correlation Coefficients

The factorability of the correlation matrix was investigated using Pearson's product-moment correlation coefficient. This indicates the relationship's direction (positive or negative) in addition to its strength (Pallant, 2020). The present study used both a Pearson correlation, a parametric statistical study, and a Spearman rho correlation, a non-parametric statistical study, to investigate the relationships of the variables (Pallant 2020). Table 5.18 reports the Pearson Correlational and Spearman rho coefficients for the 14 items, from the Empowerment of women in tourism construct.

Table 5.18: Pearson Correlation Coefficients among the original 14 items (Pearson correlation/Spearman's rho).


Items	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14
E1 In general, do you agree that women have the creativity to be tourism entrepreneurs?	1	.53**	.40**	.21**	.28**	.27**	.25**	.32*	.38**	-0.02	-0.03	-0.05	.21**	.25**
E2 Do you agree that women have the skills to manage changing situations in the tourism work environment?	.32**	1	.56**	.25**	.32**	.34**	.38**	.47**	.458**	0.03	.14*	0.00	.33**	.28**
E3 In your opinion, do women have the ability to manage tourism business risks?	.31**	.60**	1	.32**	.26**	.30**	.28**	.39**	.458**	0.08	.21**	0.02	.31**	.22**
E4 How important is it for women to effectively manage finances in the tourism business?	.21**	.18**	.28**	1	.39**	.36**	.35**	.21**	.346**	0.06	0.09	-0.03	.37**	.44**
E5 How important is it to recognize the competence of women in the tourism business?	.20**	.24**	.22**	.37**	1	.38**	.48**	.29**	.286**	-0.11	-0.05	-0.11	.50**	.51**
E6 How important is it for women to champion the ideas of others in the tourism workplace?	.22**	.29**	.27**	.39**	.30**	1	.52**	.26**	.428**	0.07	0.08	0.08	.33**	.37**
E7 How important is it for women to propose creative solutions to problems in the tourism workplace?	.23**	.38**	.30**	.33**	.50**	.47**	1	.34**	.372**	0.02	0.11	0.04	.40**	.50**
E8 In your opinion, are women able to complete their tasks well in the tourism workplace?	.23**	.50**	.39**	.15*	.20**	.17**	.35**	1	.451**	0.04	.14*	0.00	.39**	.29**
E9 Do you agree that women in tourism often have innovative ideas?	.28**	.44**	.48**	.34**	.24**	.48**	.41**	.43**	1	0.07	.16*	0.03	.34**	.26**
E10 Do you agree that women have the freedom to express opinions in the tourism workplace?	0.03	0.03	0.12	0.06	-0.12	0.03	-0.01	0.05	0.066	1	.53**	.57**	0.04	-0.02
E11 Do you agree that women have the ability to make decisions related to property?	0.04	.17**	.25**	0.09	-0.07	0.06	0.08	.19**	.235**	.53**	1	.53**	0.08	0.09
E12 Do you agree that management in the tourism industry displays trust in women to make the	0.01	0.02	0.06	-0.01	-0.12	0.02	-0.01	-0.00	0.01	.56**	.53**	1	0.03	0.03


Items	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14
appropriate decisions in their jobs?														
E13 In the tourism workplace, how important is it for women to have the authority to make job related decisions?	.18**	.26*	.23**	.28**	.37**	.28**	.44**	.28**	.23**	0.06	0.07	0.06	1	.60**
E14 How important is it for women in tourism to have the independence to do their jobs?	.28**	.32**	.25**	.45**	.42**	.39**	.55**	.24**	.29**	-0.01	0.06	0.04	.52**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The correlation coefficient can have a value ranging from -1.00 to 1.00. This value represents the strength of the two variables' relationship. A correlation of 0 indicates that there is no relationship, a correlation of 1.0 indicates that there is a perfect positive correlation, and a correlation of -1.0 indicates that there is a perfect negative correlation (Pallant, 2020). According to Pallant (2020) when $r = .10$ to $.29$ the correlation is small, $r = .30$ to $.49$ indicates a medium correlation and $.50$ to 1.0 indicates a large correlation.

The strength of the correlation of factors colour coded  is between $r = .50$ and $.99$, ($n = 250$, $\rho \leq .001$) indicating a strong relationship, thus the effect size was large.

The strength of the correlation of factors colour coded  is between $r = .30$ and $.49$, ($n = 250$, $\rho \leq .001$) indicating a significant relationship, thus the effect size was medium.

The strength of the correlation with no colour coding is between $r = .01$ and below $.29$ ($n = 250$, $\rho \leq .001$) indicating a small relationship, thus the effect size was small.

The correlation matrix, (Table 5.15) contains some coefficients of 0.3 and above. The Kaiser-Meyer-Olkin value was 0.80, well above the recommended minimum value of 0.6 (Kaiser, 1970, 1974; Pallant, 2020; Tabachnick & Fidell, 2013) and the Bartlett's Test of Sphericity $\chi^2 = 859.95$ ($df = 55$; $p < .001$) (Bartlett, 1954; Pallant, 2020; Tabachnick & Fidell, 2013)) reached statistical significance, $p < .001$. Thus, the correlation matrix was deemed factorable.

14 items were initially subjected to PCA which resulted in a 3-factor solution that explained 56.24% of the variance in the data. Three of the variables were excluded from the solution since their deletion resulted in an increased percentage of the variance, explained by the solution.

5.4.2.3.2 Communalities for the items of the empowerment of women in tourism construct

Communality was done on 11 items and is depicted in Table 5.19., which is consistent with the method explained in section 5.4.2.1.2.

Table 5.19: Communalities of the 11 items from the empowerment of WiT construct.

Items	Initial	Extraction
E2 Do you agree that women have the skills to manage changing situations in the tourism work environment?	1.000	.68
E3 In your opinion, do women have the ability to manage tourism business risks?	1.000	.65
E5 How important is it to recognize the competence of women in the tourism business?	1.000	.56
E6 How important is it for women to champion the ideas of others in the tourism workplace?	1.000	.49
E7 How important is it for women to propose creative solutions to problems in the tourism workplace?	1.000	.70
E8 In your opinion, are women able to complete their tasks well in the tourism workplace?	1.000	.56
E9 Do you agree that women in tourism often have innovative ideas?	1.000	.57
E10 Do you agree that women have the freedom to express opinions in the tourism workplace?	1.000	.70
E11 Do you agree that women have the ability to make decisions related to property?	1.000	.69

Items	Initial	Extraction
E12 Do you agree that management in the tourism industry displays trust in women to make the appropriate decisions in their jobs?	1.000	.73
E14 How important is it for women in tourism to have the independence to do their jobs?	1.000	.62

Extraction Method: PCA.

The communalities for the 10 items have a loading between .73 and .49, which supports a sample size of more than 200 (Hair et al., 2018). Hair et al., (2018) suggest loadings of .50 is seen as practically significant, while a well-defined structure is thought to be indicated by loadings greater than .70.

5.4.2.3.3 Total Variance Explained for empowerment of women in tourism

Table 5.20 reports the Total Variance explained by EFA for *empowerment of WiT*, which is consistent with the method explained in section 5.4.2.1.3.

Table 5.20: Total Variance Explained by EFA for the empowerment of WiT construct.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.62	32.89	32.89	3.62	32.89	32.89	2.45	22.29	22.29
2	2.13	19.38	52.28	2.13	19.38	52.28	2.39	21.72	44.00
3	1.20	10.86	63.14	1.20	10.86	63.14	2.11	19.13	63.14
4	.80	7.27	70.40						
5	.64	5.77	76.17						
6	.58	5.29	81.46						
7	.48	4.35	85.81						
8	.44	3.97	89.78						
9	.41	3.69	93.47						
10	.38	3.43	96.90						
11	.34	3.11	100.00						

Extraction Method: PCA.

The initial three components had eigenvalues greater than 1. (3.62, 2.13, 1.20). A total of 63.14 % is explained by the remaining 11 items, resulting in a 3-factor solution, explaining 63.13% of the variation in the data.

5.4.2.3.4 Rotated Component Matrix: PCA with Varimax rotation for the empowerment of women in tourism construct

To reduce the dimensionality of the data, PCA with IBM SPSS Statistics V28 was used to examine patterns of correlations among the questions used to determine perceptions regarding women empowerment in tourism, which is consistent with the method explained in section 5.4.2.1.4.

Table 5.21 reports the Rotated Component Matrix: PCA with Varimax rotation for the Empowerment of WiT construct.

Table 5.21: Rotated Component Matrix: PCA with Varimax rotation for the empowerment of WiT construct.

Items	Component		
	Entrepreneurial Skill	Competence	Autonomy
E2 Do you agree that women have the skills to manage changing situations in the tourism work environment?	.80		
E3 In your opinion, do women have the ability to manage tourism business risks?	.78		
E8 In your opinion, are women able to complete their tasks well in the tourism workplace?	.74		
E9 Do you agree that women in tourism often have innovative ideas?	.65		
E7 How important is it for women to propose creative solutions to problems in the tourism workplace?		.79	
E14 How important is it for women in tourism to have the independence to do their jobs?		.78	
E5 How important is it to recognize the competence of women in the tourism business?		.72	
E6 How important is it for women to champion the ideas of others in the tourism workplace?		.66	
E12 Do you agree that management in the tourism industry displays trust in women to make the appropriate decisions in their jobs?			.85

Items	Component
E10 Do you agree that women have the freedom to express opinions in the tourism workplace?	.84
E11 Do you agree that women have the ability to make decisions related to property?	.79

Extraction Method: PCA.
 Rotation Method: Varimax with Kaiser Normalization.
 a. Rotation converged in 5 iterations.

Varimax rotation, which is a rotation method that tries to keep correlations among the latent factors to a minimum, was performed. Excluding factor loadings of less than 0.4, resulted in a simple structure (Thurstone, 1947; Pallant, 2020), with each of the 3 factors showing a number of strong loadings (Table 5.21).

5.4.2.3.5 Scree Plot for Empowerment of women in tourism

Figure 5.26 reports the Scree Plot for empowerment of women in tourism, which is discussed in section 5.4.2.1.5.

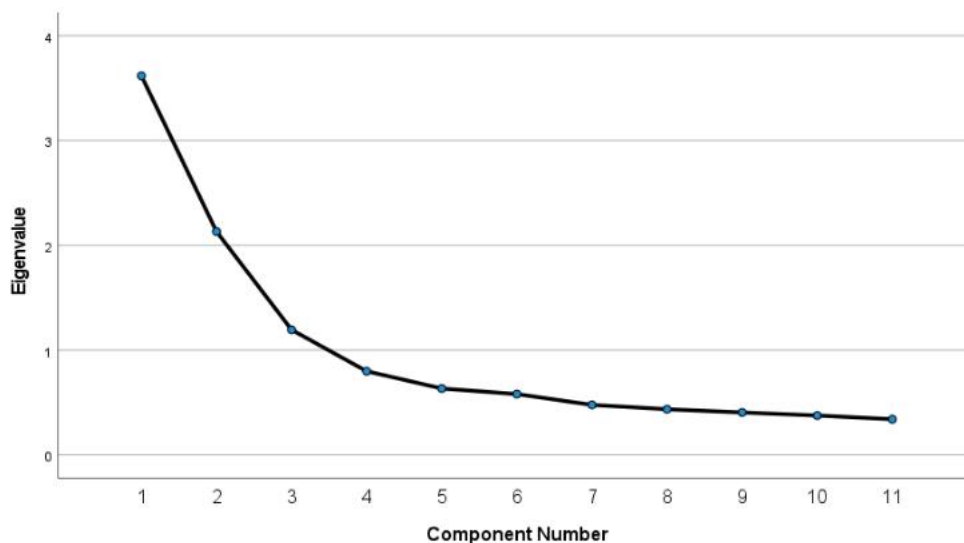


Figure 5.26 Scree Plot for empowerment of Women in tourism.

Source: Contributing author.

The above figure indicates that the “elbow” can be found at factor 4 and therefore only factors 1, 2 and 3 were retained. Factors 1, 2 and 3 were retained due to the Cronbach alpha values meeting the minimum criterion. This resulted in 3 latent variables being created and named:

Factor 1: *Entrepreneurial Skill* (E2, E3, E8, E9)

Factor 2: *Competence* (E5, E6, E7, E14)

Factor 3: *Autonomy* (E10, E11, E12)

5.4.2.3.6 Descriptive Statistics of 3 new extracted factors from the empowerment of women in tourism construct

Table 5.22 reports the descriptive statistics for the 3 extracted variables, which is consistent with the method explained in section 5.4.2.1.6.

Table 5.22 Descriptive Statistics of 3 new extracted factors from the empowerment of WiT construct.

Factors	N	Minimum	Maximum	Mean	Std. Deviation
Entrepreneurial Skill	250	3.25	7.00	6.62	.65
Competence	250	4.00	7.00	6.73	.51
Autonomy	250	1.00	7.00	4.85	1.54
Valid N (listwise)	250				

The largest discriminatory score was *Competence*, which had a mean score of 6.73, followed by *Entrepreneurial Skill* which had a mean score of 6.62. *Autonomy* had the lowest mean score of 4.85.

5.4.2.3.7 Mean factor scores for the 3 new extracted factors from the Empowerment of women in tourism construct

The subscales for the new extracted factors were obtained by calculating the mean of the items, loading on each of the subscales, namely *Entrepreneurial Skill*, *Competence*, and *Autonomy*, which is consistent with the method explained in section 5.4.2.1.7.

Figure 5.27 reports the mean scores for the 3 new latent factors from the empowerment of WiT construct.

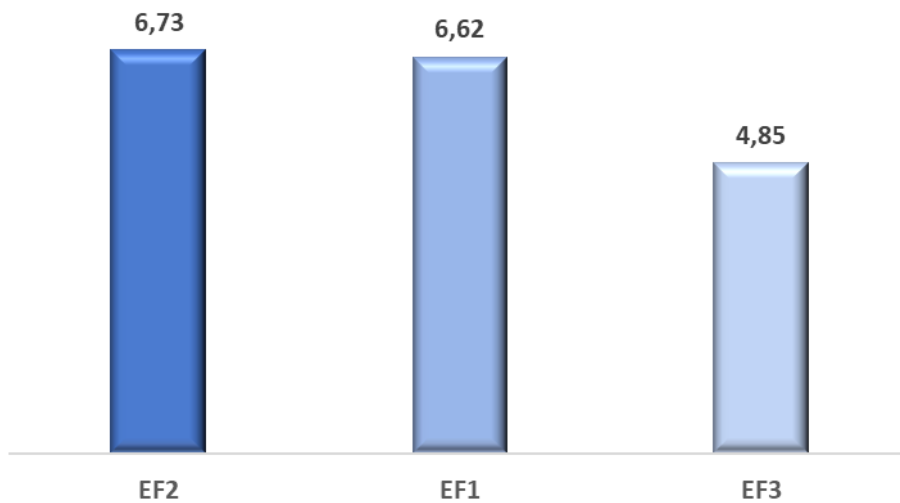


Figure 5.27 Mean factor scores for the 3 new extracted factors from the empowerment of women in tourism construct.

Source: Contributing author.

When interpreting the mean score, it should be done relative to the middle value (in this case 4) of the original scale, used to measure level of agreement. If the mean value is below the middle value, then one can conclude that a larger proportion of respondents selected values toward the lower part of the scale, rather than toward the higher end of the scale. If the mean value is above the middle value, then one can conclude that a larger proportion of respondents selected values toward the higher part of the scale, rather than toward the lower end of the scale. The mean scores for all factors are above the middle value.

5.4.2.3.8 Reliability statistics for the three new latent factors from the empowerment of women in tourism construct

Table 5.23 reports the reliability statistics for the three extracted variables, which is consistent with the method explained in section 5.4.2.1.8.

Table 5.23: Reliability statistics for the three new extracted factors from the empowerment of WiT construct.

Subscale	Description	N of Items	Cronbach's Alpha
EF1	Entrepreneurial Skill	4	0.77
EF2	Competence	4	0.74
EF3	Autonomy	3	0.78
Overall	All dimensions	11	0.70

Cronbach's alpha refers to a measure of reliability ranging from 0 to 1, with values ranging from .60 to .70 considered the lower limit of acceptability (Hair et al., 2018). All the extracted factors demonstrate good internal consistency of above .70, as illustrated by Cronbach's alpha coefficients listed in Table 5.23.

5.4.2.3.9 Correlations among the 3 new extracted factors from the empowerment of women in tourism construct

Table 5.24 reports the Correlations among the 3 extracted factors, which is consistent with the method explained in section 5.4.2.1.9.

Table 5.24 Correlations among the 3 new extracted factors from the empowerment of WiT construct (Pearson/Spearman rho).

New Latent Factors	Entrepreneurial skill	Competence	Autonomy
Entrepreneurial skill	1	.45**	0.10
Competence	.50**	1	0.05
Autonomy	.15*	-0.00	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Based on the results from Table 5.24, details for Pearson's Correlations are as follows:

- The strength of the relationship between *Entrepreneurial Skill* and *Competence* ($r = .50$, $n = 250$, $\rho \leq .01$) had a large effect indicating a relationship between the new latent variables.

- The strength of the relationship between *Entrepreneurial Skill* and *Autonomy* in the workplace ($r = .15$, $n = 250$, $p \leq .01$) had a small effect, effectively indicating no correlation between the new latent variables.
- The strength of the relationship between *Competence* and *Autonomy* in the workplace ($r = -.00$, $n = 250$) had no effect on the relationship between the new latent variables.

Based on the results from Table 5.8 for the Spearman rho Correlations are as follows:

- The strength of the relationship between *Entrepreneurial Skill* and *Competence* ($r = .45$, $n = 250$, $p \leq .01$) had a medium effect, indicating a relationship between the new latent variables.
- The strength of the relationship between *Entrepreneurial Skill* and *Autonomy* in the workplace ($r = .10$, $n = 250$) had no effect, indicating no relationship between the new latent variables.
- The strength of the relationship between *Competence* and *Autonomy* in the workplace ($r = -.05$, $n = 250$) had no effect, on the relationship between the new latent variables.

Only factors *Entrepreneurial Skill* and *Competence* correlate positively.

5.4.2.4.10 Test for Normality for the 3 new extracted factors from the empowerment of women in tourism construct

Table 5.25 reports on the test for normality for the 3 new extracted factors from the *empowerment of WiT* construct, which is consistent with the method explained in section 5.4.2.1.10.

Table 5.25 Test for Normality for the three new extracted factors from the empowerment of WiT construct.

Factors	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	p	Statistic	df	p
Entrepreneurial skills	.286	250	<.001	.646	250	<.001
Competence	.366	250	<.001	.598	250	<.001
Autonomy	.088	250	<.001	.952	250	<.001

a. Lilliefors Significance Correction, *df* = degrees of freedom, *p* = significance

Both the Kolmogorov-Smirnov and the Shapiro-Wilk tests of normality indicate that the distributions of the latent constructs deviate significantly from normality. The normality of the data distribution is addressed by two hypotheses per new latent variable (factor): the null and an alternative.

H_{0es}: Data from the *Entrepreneurial Skill Scale* are normally distributed.

H_{Aes}: Data from the *Entrepreneurial skill Scale* are not normally distributed.

H_{0c}: Data from the *Competence Scale* are normally distributed.

H_{Ac}: Data from the *Competence Scale* are not normally distributed.

H_{0a}: Data from the *Autonomy in the workplace Scale* are normally distributed.

H_{Aa}: Data from the *Autonomy Scale* are not normally distributed

The statistics, as shown in Table 5.25, corroborate, **H_A** which claims that the data for *Entrepreneurial Skill*, *Competence*, and *Autonomy* are not normally distributed because the *p*-values are less than .05. The graphs below depict the deviations. **H₀** is therefore not supported. The sample size was, however, relatively large (>200), and the Kolmogorov-Smirnov test is more sensitive to larger samples. Therefore, as informed by Tabachnick and Fidell (2013), the test for normality is not critical to continue with the analyses. Due to these deviations, non-parametric tests are used for inferential testing. Figures 5.28, 5.29, and 5.20 show the graphic distribution scores for *Entrepreneurial Skill*, *Competence*, and *Autonomy*.

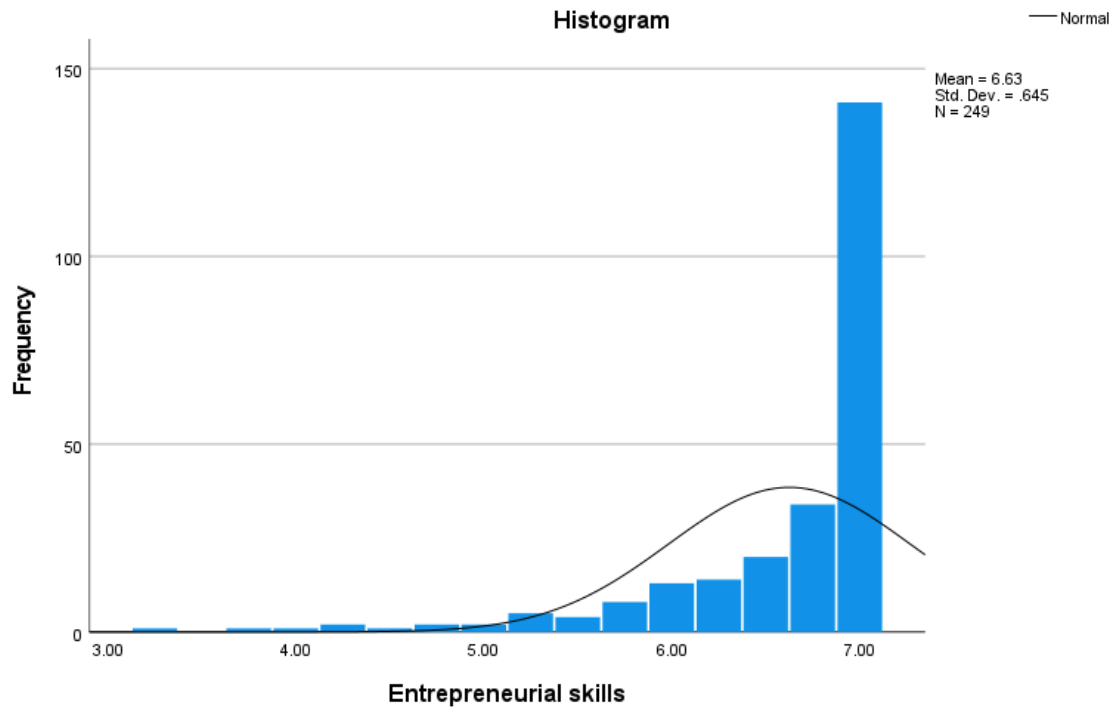


Figure 5.28 Graphic distribution scores for Entrepreneurial skill.

Source: Contributing author.

Figure 5.28 illustrates the graphic distribution of the *Entrepreneurial Skill* scores. Most of the *Entrepreneurial Skill* scores occurred towards the end of the distribution indicating a significant deviation from normality.

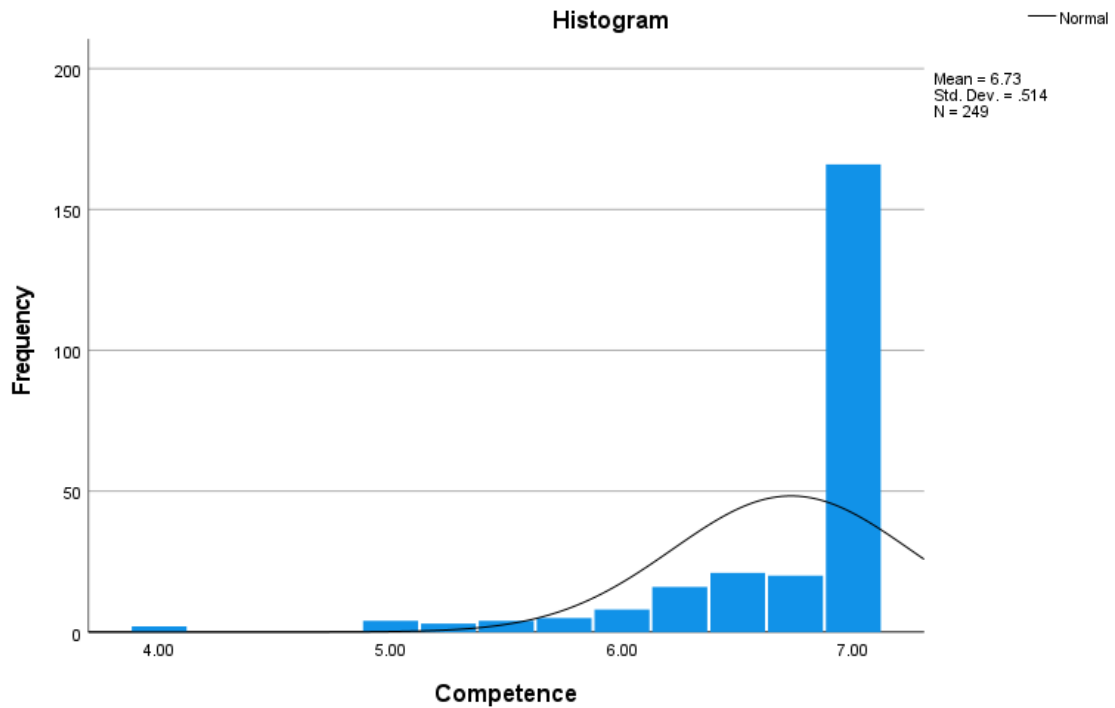


Figure 5.29 Graphic distribution of the Competence scores.

Source: Contributing author.

Figure 5.29 illustrates the graphic distribution of the *Competence* scores. Most of the *Competence* scores occurred towards the end of the distribution, indicating a significant deviation from normality.

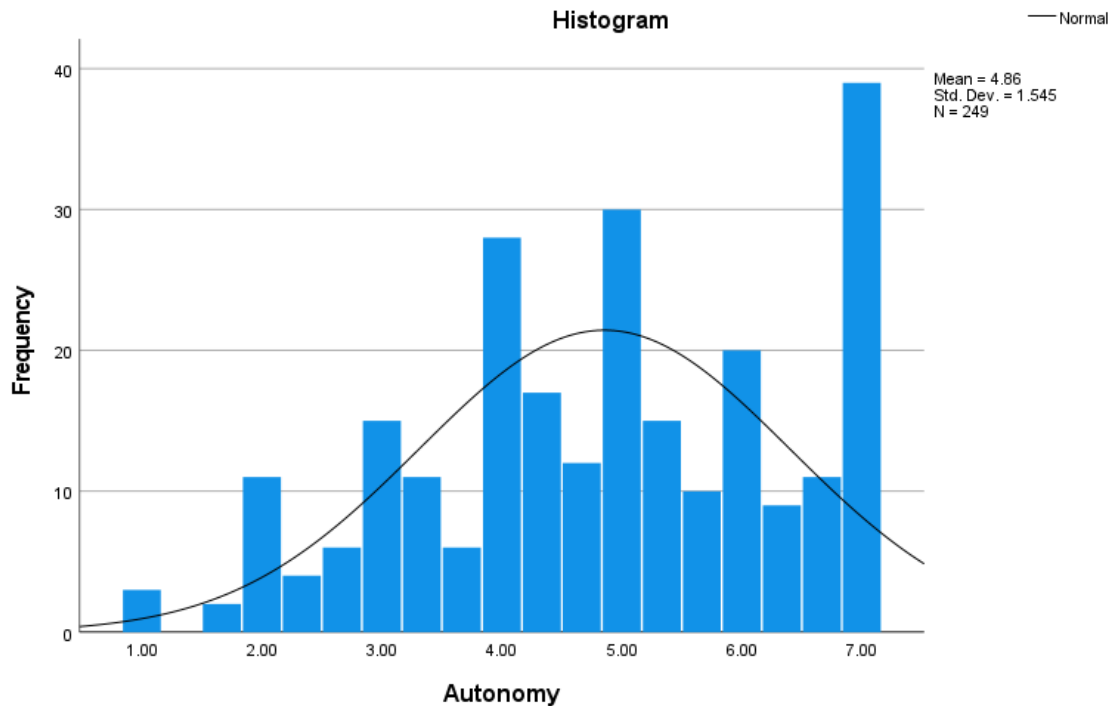


Figure 5.30 Graphic distribution of the *Autonomy* scores.

Source: Contributing author.

Figure 5.30 illustrates the graphic distribution of the *Autonomy* scores. Most of the *Autonomy* scores occurred towards the end of the distribution, indicating a significant deviation from normality.

Thus, three new latent factors (*Entrepreneurial Skill*, *Competence*, and *Autonomy*) were identified as variables for *empowerment of WiT*. The following hypothesis was suggested:

H₃: *Entrepreneurship*, *competence* and *autonomy* are dimensions (related latent variables) of empowerment of women in the South African tourism sector and can be reliably and validly measured.

Based on the discussions in this section all three new latent factors had acceptable reliability coefficient ranging between .78 and .74, with an overall reliability coefficient for all items relating to the three new latent variables as .70. **H₃** was therefore supported with reliable new latent variables to proceed with the next statistical analysis.

5.4.3 Testing of H₄, H₅ and H₆

The results of the bivariate analysis are presented in terms of construct inter-correlation. As stated in section 4.7.2.2.3, Pearson's product-moment correlation and Spearman rho were used to investigate the inter-correlation of constructs to test **H₄**, **H₅**, and **H₆**. As noted in sections 5.4.2.1; 5.4.2.2 and 5.4.2.3. the results for the relationship between the nine new latent variables are reported in accordance with **H₄**, **H₅**, and **H₆**. The results are shown in Table 5.26.


Table 5.26 Correlations among all the new latent variables following the EFA: Pearson/Spearman rho.


Factors	Mentorship	Power	Disparities in the workplace	Engagement	Extrinsic motivation	Productivity	Entrepreneurial skills	Competence	Autonomy
Mentorship	1	.47**	.36**	.30**	.31**	.44**	.33**	.33**	-.13*
Power	.42**	1	.39**	.31**	.38**	.40**	.34**	.40**	-.19**
Disparities in the workplace	.28**	.34**	1	.20**	.21**	.25**	.25**	.24**	-.37**
Engagement	.25**	.26**	0.11	1	.25**	.27**	.41**	.30**	0.11
Extrinsic motivation	.31**	.32**	.13*	.27**	1	.24**	.31**	.38**	-0.03
Productivity	.47**	.38**	.23**	.23**	.32**	1	.36**	.49**	-0.05
Entrepreneurial skills	.32**	.23**	.13*	.38**	.42**	.36**	1	.45**	0.10
Competence	.34**	.35**	.19**	.32**	.62**	.54**	.50**	1	0.05
Autonomy	-0.07	-.20**	-.37**	.14*	0.00	-0.08	.15*	-0.00	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Pearson/ Spearman rho

The strength of the correlation of factors colour coded  is between $r = .50$ and $.99$, ($n = 250$, $\rho \leq .001$), indicating a strong relationship, thus the effect size was large.

The strength of the correlation of factors colour coded  is between $r = .30$ and $.49$, ($n = 250$, $\rho \leq .001$) indicating a significant relationship, thus the effect size was medium.

The strength of the correlation with no colour coding is between $r = .01$ and below $.29$ ($N = 250$, $\rho \leq .001$) indicating a small relationship, thus the effect size was small.

Three hypotheses were stated in support of the relationships between the three constructs, namely:

H₄: There is a significant relationship between the latent variables from the *Leadership of women in tourism* construct and the latent variables from the *Motivation of women in tourism* construct.

H₅: There is a significant relationship between the latent variables from the *Motivation of women in tourism* construct and the latent variables from the *Empowerment of women in tourism* construct.

H₆: There is a significant relationship between the latent variables from the *Leadership of women in tourism* construct and the latent variables from the *Empowerment of women in tourism* construct.

Based on the results in Table 5.26 the relationships between the latent variables from the *Leadership of WiT* construct and the latent variables from the *Motivation of WiT* construct were partially supported through the significant Pearson's correlations relationships between:

- *Mentorship* and *Extrinsic Motivation* ($r = .31$, $n = 250$, $\rho \leq .01$) with a medium effect.
- *Mentorship* and *Productivity* ($r = .47$, $n = 250$, $\rho \leq .01$) with a medium effect.

- *Power and Extrinsic Motivation* ($r = .32$, $n = 250$, $\rho \leq .01$) with a medium effect.
- *Power and Productivity* ($r = .38$, $n = 250$, $\rho \leq .01$) with a medium effect.

The significant Spearman rho relationships between:

- *Mentorship and Engagement* ($r = .30$, $n = 250$, $\rho \leq .01$) with a medium effect.
- *Mentorship and Extrinsic Motivation* ($r = .31$, $n = 250$, $\rho \leq .01$) with a medium effect.
- *Mentorship and Productivity* ($r = .44$, $n = 250$, $\rho \leq .01$) with a medium effect.
- *Power and Engagement* ($r = .31$, $n = 250$, $\rho \leq .01$) with a medium effect.
- *Power and Extrinsic Motivation* ($r = .38$, $n = 250$, $\rho \leq .01$) with a medium effect.
- *Power and Productivity* ($r = .40$, $n = 250$, $\rho \leq .01$) with a medium effect.

The results provided some support relationships. Following these results, **H₄** is partially supported.

Based on the results in Table 5.26 the relationships, the relationship between the latent variables from the *Motivation of WiT* construct and the latent variables from the *Empowerment of WiT* construct were partially supported through the significant Pearson's correlations relationships between:

- *Engagement and Entrepreneurial Skill* ($r = .38$, $n = 250$, $\rho \leq .01$) with a medium effect.
- *Engagement and Competence* ($r = .32$, $n = 250$, $\rho \leq .01$) with a medium effect.
- *Extrinsic Motivation and Entrepreneurial Skill* ($r = .42$, $n = 250$, $\rho \leq .01$) with a medium effect.
- *Extrinsic Motivation and Competence* ($r = .62$, $n = 250$, $\rho \leq .01$) with a large effect.
- *Productivity and Entrepreneurial Skill* ($r = .36$, $n = 250$, $\rho \leq .01$) with a medium effect.
- *Productivity and Competence* ($r = .54$, $n = 250$, $\rho \leq .01$) with a large effect.

The significant Spearman rho relationships between:

- *Engagement and Entrepreneurial Skill* ($r = .41$, $n = 250$, $\rho \leq .01$) with a medium effect.
- *Engagement and Competence* ($r = .30$, $n = 250$, $\rho \leq .01$) with a medium effect.

- *Extrinsic Motivation* and *Entrepreneurial skill* ($r = .31$, $n = 250$, $\rho \leq .01$) with a medium effect.
- *Extrinsic Motivation* and *Competence* ($r = .38$, $n = 250$, $\rho \leq .01$) with a medium effect.
- *Productivity* and *Entrepreneurial Skill* ($r = .36$, $n = 250$, $\rho \leq .01$) with a medium effect.
- *Productivity* and *Competence* ($r = .49$, $n = 250$, $\rho \leq .01$) with a medium effect.

The results provided some support for the relationships. Following these results, **H₅** is partially supported.

Based on the results in Table 5.26, the relationships between the latent variables from the *Leadership of WiT* construct and the latent variables from the *Empowerment of WiT* construct were partially supported through the significant Pearson's correlations relationships between:

- *Mentorship* and *Entrepreneurial Skill* ($r = .32$, $n = 250$, $\rho \leq .01$) with a medium effect.
- *Mentorship* and *Competence* ($r = .34$, $n = 250$, $\rho \leq .01$) with a medium effect.
- *Power* and *Competence* ($r = .35$, $n = 250$, $\rho \leq .01$) with a medium effect.

The significant Spearman rho relationships between:

- *Mentorship* and *Entrepreneurial Skill* ($r = .33$, $n = 250$, $\rho \leq .01$) with a medium effect.
- *Mentorship* and *Competence* ($r = .33$, $n = 250$, $\rho \leq .01$) with a medium effect.
- *Power* and *Entrepreneurial Skill* ($r = .34$, $n = 250$, $\rho \leq .01$) with a medium effect.
- *Power* and *Competence* ($r = .40$, $n = 250$, $\rho \leq .01$) with a medium effect.

The results provided some support for the relationships. Following these results, **H₆** is partially supported.

5.4.4 Testing H₇: Effect of the *barriers to career advancement* on the new latent variables

The non-parametric Mann-Whitney U test was used to investigate the effect of *barriers to career advancement of WiT* on the new latent variables. The Mann-Whitney U Test, which is also referred to as the Wilcoxon Rank Sum Test, is used to compare the results of the two independent groups on a continuous scale (Pallant, 2020). The Mann-Whitney U test, according to Pallant (2020), is less effective; that is, it may be less sensitive in identifying a relationship or differences between groups. The Wilcoxon W signed rank test is the non-parametric equivalent of the dependent samples t-test, which compares two dependent samples for the mean difference. The effects of each question from section C in the questionnaire (Appendix 5) on the newly established latent variables (*Mentorship, Power, Disparities in the workplace, Engagement, Extrinsic Motivation, Productivity, Entrepreneurial Skills, Competence, and Autonomy*) are used to determine whether significant differences exist between these variables, as discussed, in the sections below.

5.4.4.1 Women are seen as a liability in the tourism workplace if they attend to family responsibilities.

The non-parametric Mann-Whitney U test was used to investigate the effect of family responsibilities, causing women to be seen as a liability on the different dimensions of career advancement for women in the SA tourism sector. The effects of the question “C1: In your opinion, are women seen as a liability in the tourism workplace if they attend to family responsibilities?” on the newly established latent variables, are indicated in Table 5.26. More specifically, the results are used to determine if significant differences exist between the “not at all” and “definitely” groups in terms of perceptions related to *Mentorship, Power, Disparities in the Workplace, Engagement, Extrinsic Motivation, Productivity, Entrepreneurial skills, Competence, and Autonomy*.

Table 5.27 Are women seen as a liability in the tourism workplace if they attend to family responsibilities.

New Latent Variables	Ranks				Test Statistics			
	Groups	N	MR	Sum of Ranks	Mann-Whitney U	Wilcoxon W	Z	ρ
Mentorship	Not at all	67	103.58	7043.50	4697.50	7043.50	-3.01	.003
	Definitely	183	133.69	24331.50				
	Total	250						
Power	Not at all	67	98.81	6620.00	4342.00	6620.00	-3.81	<.001
	Definitely	183	134.64	24505.00				
	Total	250						
Disparities in the workplace	Not at all	67	69.92	4754.50	2408.50	4754.50	-7.51	<.001
	Definitely	183	146.27	26620.50				
	Total	250						
Engagement	Not at all	67	129.51	8806.50	5915.50	22568.50	-.54	.589
	Definitely	183	124.00	22568.50				
	Total	250						
Extrinsic motivation	Not at all	67	117.67	8001.50	5655.50	8001.50	-1.29	.198
	Definitely	183	128.43	23373.50				
	Total	250						

New Latent Variables	Ranks				Test Statistics			
	Groups	N	MR	Sum of Ranks	Mann-Whitney U	Wilcoxon W	Z	ρ
Productivity	Not at all	67	102.66	6981.00	4635.00	6981.00	-3.23	.001
	Definitely	183	134.03	24394.00				
	Total	250						
Entrepreneurial skills	Not at all	67	116.71	7936.00	5590.00	7936.00	-1.30	.194
	Definitely	183	128.79	23439.00				
	Total	250						
Competence	Not at all	67	111.85	7605.50	5259.50	7605.50	-2.17	.030
	Definitely	183	130.60	23769.50				
	Total	250						
Autonomy	Not at all	67	163.69	11131.00	3591.00	20244.00	-5.13	<.001
	Definitely	183	111.23	20244.00				
	Total	250						

N = number of observations; MR = Mean Rank; Z = test that includes a correction for ties in the data; ρ = significance level

The Mann-Whitney U test found significant mean rank differences between those respondents who feel that family responsibility causes women to be seen as a liability and those who think it doesn't in relation to **Mentorship** (U = 4697.50; z=-3.01, $p<.01$), **Power** (U = 4342.00; z=-3.81, $p<.01$), **Disparities in the Workplace** (U = 2408.50; z=-7.51, $p<.01$), **Productivity** (U = 4635.00; z=-3.23, $p<.01$), **Competence** (U = 5259.50; z=-2.17, $p<.05$) and **Autonomy** (U = 3591.00; z=-5.13, $p<.01$).

Those respondents who feel that family responsibility causes women to be regarded as a liability (MR=133.69, n=182) are significantly more positive than **Mentorship** has a positive impact on women's career development in tourism, than those who feel that family responsibility does not cause women to be seen as a liability (MR=103.58, n=68).

Those respondents who feel that family responsibility causes women to be regarded as a liability (MR=134.64, n=182) are significantly more convinced that women should have some **Power** in the tourism workplace than those who feel that family responsibility does not cause women to be seen as a liability (MR=98.81, n=67).

Those respondents who feel that family responsibility causes women to be regarded as a liability (MR=146.27, n=182), are significantly more convinced that **Disparities in the Workplace** exist, than those who feel that family responsibility does not cause women to be seen as a liability (MR=69.92, n=68).

Those respondents who feel that family responsibility causes women to be regarded as a liability (MR=134.03, n=182), are significantly more convinced that **Productivity** of women in tourism should be improved, than those who feel that family responsibility does not cause women to be seen as a liability (MR=102.66, n=68).

Those respondents who feel that family responsibility causes women to be regarded as a liability (MR=130.60, n=182), are significantly more convinced that **Competence** of women in tourism is important and should be promoted amongst women than those who feel that family responsibility does not cause women to be seen as a liability (MR=111.85, n=68). Please be aware that this result was less

significant at the 5% level of significance, compared to the other at the 1% level of significance.

Those respondents who feel that family responsibility causes women to be regarded as a liability (MR=111.23, n=182) are significantly **less** convinced that women are allowed **Autonomy** in tourism than those who feel that family responsibility does not cause women to be seen as a liability (MR=163.69, n=68).

No significant mean rank differences exist between the respondents who feel that family responsibility causes women to be seen as a liability, and those who think it doesn't regarding **Engagement** (U = 5915.50; z=-.54; p=.589), **Extrinsic Motivation** (U = 5655.50; z=-1.29, p=.198), and **Entrepreneurial Skills** (U = 5590.00; z=-1.30, p=.194).

5.4.4.2 The support of human resources (HR) policies in the recruitment and selection of older women

The non-parametric Mann-Whitney U test was used to investigate the effect of HR Policies regarding the recruitment and selection of older women on the various dimensions of the *barriers to career advancement of WiT* in the SA tourism sector. The effects of the question "C2: In your opinion, do human resources (HR) policies support the recruitment and selection of older women?" on the newly established latent variables, are shown in Table 5.28. More specifically, the results are used to determine if significant differences exist between the "not at all" and "definitely" groups in terms of perceptions related to *Mentorship, Power, Disparities in the workplace, Engagement, Extrinsic Motivation, Productivity, Entrepreneurial Skill, Competence, and Autonomy*.

Table 5.28: The support of human resources (HR) policies in the recruitment and selection of older women.

New Latent Variables	Ranks				Test Statistics			
	Groups	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Wilcoxon W	Z	ρ
Mentorship	Not at all	194	124.36	24125.00	5210.00	24125.00	-4.8	.632
	Definitely	56	129.46	7250.00				
	Total	250						
Power	Not at all	194	125.28	24180.00	5349.00	6945.00	-1.13	.899
	Definitely	56	124.02	6945.00				
	Total	250						
Disparities in the workplace	Not at all	194	132.90	25783.00	3996.00	5592.00	-3.04	.002
	Definitely	56	99.86	5592.00				
	Total	250						
Engagement	Not at all	194	124.53	24158.50	5243.50	24158.50	-4.0	.690
	Definitely	56	128.87	7216.50				
	Total	250						
Extrinsic motivation	Not at all	194	122.65	23794.50	4879.50	23794.50	-1.43	.154
	Definitely	56	135.37	7580.50				
	Total	250						

New Latent Variables	Ranks				Test Statistics			
	Groups	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Wilcoxon W	Z	ρ
	Total	250						
Productivity	Not at all	194	124.44	24141.00	5226.00	24141.00	-.46	.647
	Definitely	56	129.18	7234.00				
	Total	250						
Entrepreneurial skills	Not at all	194	123.82	24021.00	5106.00	24021.00	-.76	.449
	Definitely	56	131.32	7354.00				
	Total	250						
Competence	Not at all	194	122.99	23860.50	4945.50	23860.50	-1.22	.224
	Definitely	56	134.19	7514.50				
	Total	250						
Autonomy	Not at all	194	116.42	22585.00	3670.00	22585.00	-3.71	<.001
	Definitely	56	156.96	8790.00				
	Total	250						

N = number of observations; MR = Mean Rank; Z = test that includes a correction for ties in the data; ρ = significance level

The Mann-Whitney U test found significant mean rank differences between those respondents who feel that HR Policies support recruitment and selection of older women, and those who think it doesn't regarding ***Disparities in the Workplace*** (U = 3996.00; $z=-3.04$, $p<.01$) and ***Autonomy*** (U = 3670.00; $z=-3.71$, $p<.01$).

Those respondents who feel that HR Policies do not support the recruitment and selection of older women (MR=132.90, n=194), are significantly more convinced that ***Disparities in the Workplace*** exist, than those who feel that HR Policies support recruitment and selection of older women (MR=99.86, n=56).

Those respondents who feel that HR Policies do not support the recruitment and selection of older women (MR=116.42, n=182), are significantly **less** convinced that women are allowed ***Autonomy*** in tourism than those who feel that HR Policies support recruitment and selection of older women (MR=156.96, n=68).

No significant mean rank differences between those respondents who feel that HR Policies support recruitment and selection of older women and those who think it doesn't were found for ***Mentorship*** (U = 5210.00; $z=-.48$, $p=.632$), ***Power*** (U = 5349.00; $z=-.13$, $p=.899$), ***Engagement*** (U = 5243.50; $z=-.40$, $p=.690$), ***Extrinsic Motivation*** (U = 4879.50; $z=-1.43$, $p=.154$), ***Productivity*** (U = 5226.00; $z=-.46$, $p=.647$), ***Entrepreneurial skill*** (U = 5106.00; $z=-.76$, $p=.449$), and ***Competence*** (U = 4945.00; $z=-1.22$, $p=.224$).

5.4.4.3 The belief that educational background provided the necessary knowledge to become a woman in tourism

The non-parametric Mann-Whitney U test was used to investigate the effect of educational background on the different dimensions of the *barriers to career advancement of WiT* in the SA tourism sector. The effects of the question "C3: Do you believe your educational background provided the necessary knowledge to become a woman in tourism?" on the newly established latent variables, are depicted in Table 5.29. More specifically, the results are used to determine if significant differences exist between the "not at all" and "definitely" groups in terms of perceptions related to *Mentorship*, *Power*, *Disparities in the Workplace*,

Engagement, Extrinsic Motivation, Productivity, Entrepreneurial Skills, Competence, and Autonomy.

Table 5.29. The belief that educational background provided the necessary knowledge to become a woman in tourism.

New Latent Variables	Ranks				Test Statistics			
	Groups	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Wilcoxon W	Z	ρ
Mentorship	Not at all	99	128.23	12695.00	7105.00	18430.00	-.59	.554
	Definitely	151	122.87	18430.00				
	Total	250						
Power	Not at all	100	131.93	13061.00	6640.00	17815.00	-1.46	.146
	Definitely	150	119.56	17815.00				
	Total	250						
Disparities in the workplace	Not at all	99	134.25	13290.50	6509.50	17834.50	-1.66	.096
	Definitely	151	118.90	17834.50				
	Total	250						
Engagement	Not at all	99	124.28	12303.50	7353.50	12303.50	-.13	.897
	Definitely	151	125.48	18821.50				
	Total	250						
Extrinsic motivation	Not at all	99	123.99	12275.00	7325.00	12275.00	-.22	.825
	Definitely	151	125.67	18850.00				
	Total	250						

New Latent Variables	Ranks				Test Statistics			
	Groups	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Wilcoxon W	Z	ρ
	Total	250						
Productivity	Not at all	99	124.10	12286.00	7336.00	12286.00	-.17	.865
	Definitely	151	125.59	18839.00				
	Total	250						
Entrepreneurial skills	Not at all	99	126.93	12566.50	7233.50	18558.50	-.38	.704
	Definitely	151	123.72	18558.50				
	Total	250						
Competence	Not at all	99	132.92	13159.00	6641.00	17966.00	-1.68	.094
	Definitely	151	119.77	17966.00				
	Total	250						
Autonomy	Not at all	99	115.81	11465.00	6515.00	11465.00	-1.64	.100
	Definitely	151	131.07	19660.00				
	Total	250						

N = number of observations; MR = Mean Rank; Z = test that includes a correction for ties in the data; ρ = significance level

The Mann-Whitney U test showed no significant mean rank differences between respondents who believed their educational background provided them with the knowledge they needed to become a woman in tourism, and those who believed it did not in any of the dimensions of the *barriers to career advancement of WiT*. These results are evident for **Mentorship** (U = 7105.00; z=-.59, p=.554), **Power** (U = 6640.00; z=-1.46, p=.146), **Disparities in the Workplace** (U = 6509.50; z=-1.66, p=.096), **Engagement** (U = 7353.50; z=-.13, p=.897), **Extrinsic Motivation** (U = 7325.00; z=-.22, p=.825), **Productivity** (U = 7336.00; z=-.17, p=.865), **Entrepreneurial Skill** (U = 7233.50; z=-.38, p=.704), **Competence** (U = 6641.00; z=-1.68, p=.094), and **Autonomy** (U = 6515.00; z=-1.64, p=.100).

5.4.4.4 The importance of flexible working hours

To investigate the effect of the importance of flexible working hours on the different dimensions of *barriers to career advancement of WiT* in the SA tourism sector, the non-parametric Mann-Whitney U test was used. Table 5.30 depicts the effects of the question “C4: How important is (the concept of) flexible working hours to you?” on the newly established latent variables. More specifically, the results are used to determine if significant differences exist between the “not at all” and “definitely” groups in terms of perceptions related to *Mentorship, Power, Disparities in the Workplace, Engagement, Extrinsic Motivation, Productivity, Entrepreneurial skills, Competence, and Autonomy*.

Table 5.30. The importance of flexible working hours.

New Latent Variables	Ranks				Test Statistics			
	Group	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Wilcoxon W	Z	ρ
Mentorship	Not important at all	20	95.60	2007.50	1776.50	2007.50	-2.04	.042
	Very important	230	128.24	29367.50				
	Total	250						
Power	Not important at all	20	107.28	2145.50	1935.50	2145.50	-1.26	.209
	Very important	230	126.55	28979.50				
	Total	250						
Disparities in the workplace	Not important at all	20	112.50	2362.50	2131.50	2362.50	-.87	.384
	Very important	230	126.69	29012.50				
	Total	250						
Engagement	Not important at all	20	128.43	2697.00	2343.00	28678.00	-.20	.845
	Very important	230	125.23	28678.00				
	Total	250						
Extrinsic motivation	Not important at all	20	102.50	2152.50	1921.50	2152.50	-1.87	.061
	Very important	230	127.61	29222.50				

New Latent Variables	Ranks				Test Statistics			
	Group	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Wilcoxon W	Z	ρ
	Total	250						
Productivity	Not important at all	20	125.48	2635.00	2404.00	2635.00	-.00	.999
	Very important	230	125.50	28740.00				
	Total	250						
Entrepreneurial skills	Not important at all	20	121.62	2554.00	2323.00	2554.00	-.28	.776
	Very important	230	125.86	28821.00				
	Total	250						
Competence	Not important at all	20	118.36	2485.50	2254.50	2485.50	-.56	.573
	Very important	230	126.16	28889.50				
	Total	250						
Autonomy	Not important at all	20	142.98	3002.50	2037.50	28372.50	-1.16	.245
	Very important	230	123.90	28372.50				
	Total	250						

N = number of observations; MR = Mean Rank; Z = test that includes a correction for ties in the data; ρ = significance level

The Mann-Whitney U test found significant (marginal) mean rank differences between those respondents who feel that flexible working hours are important, and those who think it isn't, regarding **Mentorship** (U = 1776.50; z=-2.04, p<.05).

Those respondents who consider flexible working hours to be important (MR=128.24, n=229) are significantly more positive than **Mentorship** has a positive impact on women's career development in tourism, than those who feel that flexible working hours are not important (MR=95.60, n=21).

No significant mean rank differences were found between those respondents who feel that flexible working hours are important, and those who think it isn't, for **Power** (U = 1935.50; z=-1.26, p=.209), **Disparities in the Workplace** (U = 2131.50; z=-.87, p=.384), **Engagement** (U = 2343.00; z=-.20, p=.845), **Extrinsic Motivation** (U = 1921.50; z=-1.87, p=.061), **Productivity** (U= 2404.00; z=-.00, p=.999), **Entrepreneurial skill** (U = 2323.00; z=-.29, p=.776), **Competence** (U = 2254.50; z=-.56, p=.57), and **Autonomy** (U = 2037.50; z=-1.16, p=.245).

5.4.4.5 The importance for women to work from home

The non-parametric Mann-Whitney U test was used to examine the relevance of how important it is to be able to work from home on the different dimensions of the *barriers to career advancement of WIT* in the SA tourism sector. The effects of the question "C5: How important is the ability to work from home to you?" on the newly established latent variables are shown in Table 5.31. More specifically, the results are used to determine if significant differences exist between the "not at all" and "definitely" groups in terms of perceptions related to *Mentorship, Power, Disparities in the Workplace, Engagement, Extrinsic Motivation, Productivity, Entrepreneurial skills, Competence, and Autonomy*.

Table 5.31. The importance for women to work from home.

New Latent Variables	Rank				Test Statistics			
	Groups	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Wilcoxon W	Z	ρ
Mentorship	Not important at all	83	120.03	10082.50	6512.50	10082.50	-.88	.381
	Very important	167	128.27	21292.50				
	Total	250						
Power	Not important at all	83	126.23	10477.50	6786.50	20647.50	-.21	.834
	Very important	167	124.38	20647.50				
	Total	250						
Disparities in the workplace	Not important at all	83	130.39	10953.00	6561.00	20422.00	-.77	.442
	Very important	167	123.02	20422.00				
	Total	250						
Engagement	Not important at all	83	131.57	11051.50	6462.50	20323.50	-.95	.342
	Very important	167	122.43	20323.50				
	Total	250						
Extrinsic motivation	Not important at all	83	133.43	11208.00	6306.00	20167.00	-1.52	.129
	Very important	167	121.49	20167.00				
	Total	250						

New Latent Variables	Rank				Test Statistics			
	Groups	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Wilcoxon W	Z	ρ
	Total	250						
Productivity	Not important at all	83	124.83	10485.50	6915.50	10485.50	-.11	.912
	Very important	167	125.84	20889.50				
	Total	250						
Entrepreneurial skills	Not important at all	83	135.73	11401.50	6112.50	19973.50	-1.76	.078
	Very important	167	120.32	19973.50				
	Total	250						
Competence	Not important at all	83	132.20	11104.50	6409.50	20270.50	-1.24	.215
	Very important	167	122.11	20270.50				
	Total	250						
Autonomy	Not important at all	83	134.76	11319.50	6194.50	20055.50	-1.45	.148
	Very important	167	120.82	20055.50				
	Total	250						

N = number of observations; MR = Mean Rank; Z = test that includes a correction for ties in the data; ρ = significance level

The Mann-Whitney U test found no significant mean rank differences between those respondents who consider the ability to work from home to be important, and those who think it isn't, regarding any of the dimensions in barriers career advancement for women in tourism. These results are evident for **Mentorship** (U = 6512.50; z=-.88, p=.381), **Power** (U = 6786.50; z=-.21, p=.834), **Disparities in the Workplace** (U = 6561.00; z=-.77, p=.442), **Engagement** (U = 6462.50; z=-.95, p=.342), **Extrinsic Motivation** (U = 6306.00; z=-1.52, p=.129), **Productivity** (U = 6915.50; z=-.11, p=.912), **Entrepreneurial Skill** (U = 6112.50; z=-1.76, p=.079), **Competence** (U = 6409.50; z=-1.24, p=.215), and **Autonomy** (U = 6194.50; z=-1.4, p=.148).

The results from the Mann-Whitney U test on the significant mean rank differences, provided partial supporting evidence for hypothesis **H₇**, stating that *barriers to career advancement of WIT* (family responsibilities, work environment, qualifications, flexible working hours, work from home), differ significantly regarding the latent constructs from the *Leadership of WiT*, *Motivation of WiT* and the *Empowerment of WiT* constructs.

5.5 SYNTHESIS

The current chapter began with an explanation of the two-phase research results, reporting the process used to report the findings of this study. The formulated EOs were then presented, which were based on the hypotheses provided in Chapter 2. The first phase of the reporting process provided descriptive statistics in the form of screening questions and demographic information related to Section A of the questionnaire.

Phase two reported the univariate analysis results in descriptive statistics for *leadership of WiT*, *motivation of WiT*, *empowerment of WiT*, and *barriers to career advancement of WiT*. Furthermore, Phase two presented the findings of the multivariate analysis for the EFA and the test for normality. **H₁** was supported with reliable new latent variables to proceed with the next statistical analysis. **H₂** was supported with reliable new latent variables to proceed with the next statistical analysis. **H₃** was supported with reliable new latent variables to proceed with the next statistical analysis.

The relationships between the new latent variables developed by the EFA were investigated, using bivariate analysis. The results provided some support relationships,

therefore H_4 is partially supported. The results provided some support for the relationships, therefore H_5 is partially supported. The results provided some support for the relationships, therefore H_6 is partially supported.

The effect of family responsibilities making women perceived as a liability on the different dimensions of the *barriers to career advancement for WiT* was examined using the non-parametric Mann-Whitney U test. The results from the Mann-Whitney U test on the significant mean rank differences provided partial supporting evidence for hypothesis H_7 .

The current chapter's findings are discussed in Chapter 6.

CHAPTER 6

DISCUSSION AND INTERPRETATION OF RESULTS

6.1 INTRODUCTION

The findings of the statistical techniques used to accomplish the research objectives of this study were presented in Chapter 5. The statistical methods were used to investigate, among other things, the research constructs (*leadership of WiT, motivation of WiT, and empowerment of WiT*), the relationships between these constructs, as well as the effects of *barriers to career advancement of WiT* on the newly developed latent variables. This chapter is divided into two sections, with a focus on how the theoretical and empirical objectives of this study were met. First, the main findings of the literature review are discussed, in conjunction with the theoretical objectives. Second, the main findings of the empirical study are discussed in conjunction with the empirical objectives. As a result, all the study's findings were examined and interpreted.

6.2 REVIEW OF THE STUDY

The theoretical framework (*leadership of WiT, motivation of WiT, and empowerment of WiT*) shown in Figure 1.1 illustrates the constructs and the effect of the relationships between constructs, which resulted in the development of the TROs stated in Chapter 2. Chapter 2 explored the constructs, and Chapter 3 discussed the relationship between the constructs and the categorical variable barriers to career advancement for WiT based on Figure 1.1. The EOs formed by the TROs, as listed in Section 5.2, was used to investigate the effects of the construct relationships.

6.3 RESULTS FROM LITERATURE (TRO1 – TRO7)

In Chapter 2, the key findings from the extensive traditional literature review on the research constructs of this study were emphasised. The TRO1, TRO2, and TRO 3 were developed based on the literature review in Chapter 2 and were intended to justify each construct. TRO1 related to *leadership of WiT* construct, TRO2 related to *motivation of WiT* construct, and TRO3 related to the *empowerment of WiT* construct.

TRO4, TRO5, and TRO6 were created to support each construct and were based on the literature review in Chapter 3, which examines the relationships between the constructs as well as the categorical construct variable *barriers to career advancement for WiT*. TRO4 relates to the nature and statistical interrelationships between the latent variables from the *Leadership of WiT* construct, and latent variables from the *Motivation of WiT* construct. TRO5 relates to the nature and statistical interrelationships between the latent variables from the *Motivation of WiT* construct and the latent variables from the *Empowerment of WiT* construct. In addition, TRO6 relates to the nature and statistical interrelationships between the latent variables from the *Leadership of WiT* construct and the latent variables from the *Empowerment of WiT* construct, whereas TRO7 relates to whether *barriers to career advancement of WiT* (family responsibilities, work environment, qualifications, flexible working hours, work from home) differ significantly regarding the latent constructs from the *Leadership of WiT*, *Motivation of WiT* and the *Empowerment of WiT* constructs.

6.4 EMPIRICAL FINDINGS (EO1 – EO7)

The following section reports on the empirical findings for the EOs mentioned in Section 5.2. Figure 4.3 depicts the two stages in which the empirical findings are discussed. Bivariate analysis, which takes place in phase one, is an examination of the screening questions and the demographic information supplied by the respondents. Phase two is a discussion on the univariate analysis results of *leadership of WiT* construct, *motivation of WiT*, and *empowerment of WiT*. Phase two also includes a multivariate analysis in terms of a PCA and an EFA, as well as a bivariate analysis in terms of the effects of the relationship between the studies' three constructs.

6.4.1 Phase one Item descriptive statistics for screening questions and market segmentation variables

Phase one aimed to typify the respondents, based on the results of the screening questions and demographic information. This provided a profile of the women in the SA tourism sector, as discussed in the sections below.

The item descriptive statistics for the screening questions are presented next.

6.4.1.1 Frequencies for the screening question

As depicted in Figure 5.3 the majority of respondents selected women as their gender preference. The one respondent who selected non-binary as their gender preference was included in the study, based on gender neutrality. This builds on the findings of previous tourism studies (Lee 2014; Mair, 2010; Rittichainuwat & Mair, 2012), which looked at gender in terms of biological sex categories (see sections 2.6.1 and 5.3.1.1).

6.4.1.2 Frequencies for the market segmentation variables

The demographic details were investigated according to gender, age, domicile province, position held in the tourism sector, sector of employment within the tourism sector, level of education, and working experience (refer to section 2.6).

As indicated in Figure 5.4, the majority of the respondents were between the ages of 22 and 37, with a small minority of respondents between the ages of 18 and 21. This indicates that the majority of respondents belonged to Generation Y., which refers to individuals born between 1980 and 1999 (Crampton & Hodge, 2009; Rahulan et al., 2013).

The Western Cape was home to the majority of respondents as depicted in Figure 5.5, while Gauteng had the second highest number of respondents. Due to the management of the LinkedIn Women in tourism (Western Cape) account from the Western Cape, where the researcher resides, the Western Cape had the highest number of respondents, as mentioned in section 5.3.1.2.2. Free State had the smallest representation. Camilleri (2018) supports the division of respondents by the domiciled province to distinguish the groups from each other.

A vast majority (38%) of respondents worked in middle management. Women in entry-level to upper-level management positions made up 35.6% of respondents, while women in executive positions or business owners accounted for only 26.4% of respondents. None of the respondents worked on a seasonal basis (see Figure 5.6), as this was a screening criterion (see section 5.3.1.2.3).

As depicted in Figure 5.7, the hospitality industry employed the greatest proportion of respondents. A number of respondents stated that they worked in a field other than those

listed, such as airlines, car rental, ground handling, tourism education, government, and consulting. 16.5% of respondents worked in the tour operating sector, 11.2% in the DMO sector, 9.6% in travel agencies, and only 8.0% were employed in the business tourism/business events sector (see section 5.3.1.2.4). These findings were in line with the statistics provided by Statistics SA (STATSA, 2019b).

Figure 5.8 indicates that the vast majority of the respondents had a tertiary degree. One in six respondents (1,6%) did not have a senior certificate (see section 5.3.1.2.5) The results show that many women in tourism are educated, supporting the notion that education promotes women's empowerment, entrepreneurship, and autonomy (Batool et al., 2017; Gámez Gutiérrez & Garzón Baquero, 2017; O'Neil & Domingo, 2016). The majority of respondents indicated they had four to five years of work experience, compared to the 2.0% of respondents that had less than a year's worth of work experience (see Figure 5.9) (see section 5.3.1.2.6).

These demographic details provides tourism role players with insight into the characteristics of the women in the SA tourism sector. According to the respondent profile, the majority of the WIT surveyed were between the ages of 22 and 37, worked in middle management, and were from the Western Cape. The majority of respondents work in the hospitality industry and have a tertiary education, as well as four to five years of work experience.

6.4.1.2 Frequencies for barriers to career advancement WiT

The aim of section C of the questionnaire (Appendix 5) was to investigate the *barriers to career advancement of WiT* construct, including its dimensions, family responsibility, work environment, qualifications, flexible working hours, and work from home. Section C did not utilise a 7-point Likert scale, but required respondents to answer questions C1, C2, and C3, indicating "not at all" or "definitely" and C4, C5 with "not important at all" and "very important." The categorical variables were used to investigate the effect of each barrier on the new latent variables.

The majority (72,8%) of respondents felt they were seen as a liability in the workplace when attending to family responsibilities. A number of studies support this theory that women perceive themselves as a liability in the workplace when attending to family responsibility

(Atef & Balushi, 2015; Deen *et al.*, 2016; Basurto-Barcia & Ricaurte-Quijano, 2017; Kumara, 2017; Laba & Geldenhuys, 2018; Sergovia-Perez *et al.*, 2019). The result from this study is thus consistent with previous studies but contributes to the body of literature, that this phenomenon is also evident among women who are working in the tourism sector.

The vast majority of respondents felt that HR policies did not support the recruitment of older women. Older women (36-55) come with a wealth of experience, knowledge and often communicate better, younger (18-35) workers tend to earn less, due to the lack of experience and are often employed in positions that are an extension of household chores (Sergovia-Perez *et al.*, 2019). This study's findings are thus consistent with previous research and add to the body of literature, indicating that this phenomenon is also prevalent among women working in the tourism sector.

The majority of respondents felt that their educational background provided the knowledge they required to work in the tourism business. These findings support previous research that found a strong correlation between a woman's educational background and the position she holds within an organisation and thus contributes to the body of knowledge on WIT (Deen *et al.*, 2016; Islam, 2015).

Flexible working hours and working from home were selected as being very important to respondents. These findings are consistent with the findings of several studies that support the concept of flexible working hours and working from home for women and thus contribute to the growing body of knowledge on WIT (Mazzucchelli, 2017; Remington & Kitterlin-Lynch, 2018).

The next section discusses the results of the descriptive statistics, PCA, EFA, item reliability analysis, test for normality, as well the Mann Whitney-U test and the Wilcoxon W test (Phase two). The WIT in SA believes that when attending to family responsibilities, they were viewed as a liability at work. The majority of respondents felt that HR policies did not encourage the recruitment of older women. Respondents also believed that their educational background gave them the knowledge required to work in the tourism industry. Working from home and having flexible hours were both deemed to be of utmost importance by the respondents.

6.4.2 Phase two: Univariate, Multivariate, and Bivariate Analysis

This section presents the univariate analysis results for the item descriptive statistics of *leadership of WiT*, *motivation of WiT*, and *empowerment of WiT*. Iterative item reliability and normality test were included in the univariate analysis. A bivariate and multivariate analysis yielded EFA, Pearson's Correlation/Spearman rho coefficients, PCA with VARIMAX rotation, and a Mann-Whitney Test. Item analysis, EFA, and normality tests were used to test the research hypotheses that had been developed. The various statistical research hypotheses were derived from the formulated research questions and objectives listed in Chapter 1, as well as the EOs justified by the literature review, listed in Section 5.2. The findings are discussed and interpreted in light of each hypothesis.

6.4.2.1 Descriptive Statistics

Descriptive statistics were done in terms of sample size (n), mean (M), and standard deviation (Std/St). Refer to Appendix 6 for *leadership of WiT*, Appendix 7 for *motivation of WiT*, and Appendix 8 for *empowerment of WiT*. Normally distributed datasets would have produced identical means, modes, and medians (Van Pool & Leonard, 2011), indicating that respondents did not assign different scores to each variable (McMillan & Schumacher, 2014). As a result, the results of the current study suggest that the respondents' opinions and perceptions were used to score the variables. The descriptive statistics supported further analysis.

The hypotheses and EOs of the current study are discussed next.

6.4.2.1 Hypothesis 1

H_1 : Power, mentorship and development programmes are dimensions (related latent variables) of the *leadership of women in the South African tourism sector* and can be reliably and validly measured.

While empirical studies exist on aspects of leadership, there remains a dearth of literature on the *leadership of WiT*, especially in SA. Section 2.7 provides an in-depth literature review of leadership of women based, on fields such as gender studies, business management, and HR. The findings of these studies led to the development of the *leadership of WiT* construct. The comprehensive review of the literature allowed for the

identification of three dimensions (related latent variables) of the *leadership of WiT* construct: (i) *Power* (section 2.7.1), (ii) *Mentorship* (section 2.7.2), and (iii) *Development Programmes*(section 2.7.3). Referring to Appendix 5, the proposed items were developed following the guidelines for developing questionnaires discussed in Section 4.6.1. The purpose of this construct was to examine the power of women in the SA tourism sector in positions of leadership, the existence and role of women's leadership development programs in the SA tourism sector, and the impact mentors have on the trajectory of a woman's career.

Pearson Correlation and Spearman rho Correlation were applied to test the strength of the relationship between the items within each construct (Table 5.2). 14 items were initially subjected to PCA which resulted in a 4-factor solution.

The correlation was determined to be factorable, with the Kaiser-Meyer-Olkin value exceeding the recommended minimum of 0.6 and the Bartlett's Test of Sphericity reaching statistical significance, $p < 001$ (Kaiser, 1974; Pallant, 2020; Tabachnick & Fidell, 2013). Therefore, ($df = 45$; $\rho < .001$).

Communality was performed on items with significant loading, implying a sample size greater than 200, as suggested by Hair et al., (2018). The eigenvalues of the first three components exceeded 1. The remaining ten items resulted in a three-factor solution, that explained 61.96% of the data variation (see Table 5.3).

The PCA extracted three components (see Table 5.5), each containing ten variables from the *leadership of WiT* construct. The items investigated for each extracted component were used to name the three newly extracted factors (*Mentorship*, *Power*, and *Disparities in the workplace*) (see Table 5.5). All three of the extracted factors demonstrated acceptable internal consistency, as illustrated by Cronbach's alpha coefficients listed in Table 5.6. The dimension *Development programmes* were not supported in the analysis.

Power had the highest discriminatory score in the descriptive statistics for the new latent variable, with a mean score of 6.50. The Pearson Correlation and Spearman rho Correlation were used to examine the relationship between the new latent variables

(*Mentorship, Power, and Disparities in the Workplace*). The analysis revealed a relationship between the new latent variables, with a medium to small relationship. The Kolmogorov-Smirnov and Shapiro-Wilk normality tests revealed that the new latent construct distributions deviated significantly from normality. However, Tabachnic and Fidell (2013) argue that a test for normality is not critical. All three new latent factors had acceptable reliability coefficients ranging from .64 to .74, with an overall reliability coefficient of .75 for all three new latent variables. The newly established latent variables are interpreted and discussed.

The present study shows the importance of the role of *Mentorship* in the career progression of women. This notion is supported by Carbajal (2018), Sanchez and Lehnert (2019), that women struggle to find mentors to assist them in advancing them in their careers. A number of studies show that *Power* is related to *leadership of WiT* (Frkal, 2018; Karazi-Presler et al., 2017; Samo et al., 2018). The results indicate that women want to attain leadership positions in tourism, and want to assume greater responsibility. There is an abundance of studies that have been undertaken on the topic of leadership. Many of these studies claim that men make superior leaders and women are mere leaders without authority (Karazi-Presler et al., 2017; O'Neil & Domingo, 2016; Samo et al., 2018). The results are consistent with previous studies and the dimension is relevant to WiT in SA. Results related to the newly named latent variable *Disparities in the Workplace* show that women have to negotiate for leadership positions as well the fact that there is a lack of female role models in the workplace. These results are consistent with studies by Hanaysha (2016), Patwardhan et al., (2016) and Remington and Kitterlin-Lynch (2018). These dimensions are relevant to the WiT in SA, and thus these results add to the growing body of knowledge on WiT. The variable *Development Programmes* was not supported in this study; however, previous studies support the notion that leadership development programmes can assist women with the necessary skill to pursue leadership positions (Debebe, 2016; Frkal, 2018). This dimension was found not to be relevant to the WiT in SA and requires further investigation. H_1 is supported by the data as *Power, Mentorship, and Disparities in the workplace are reliable and valid latent variables of the leadership of women in the South African tourism sector*. Figure 6.1 depicts the final dimensions for *the leadership of WiT* construct.

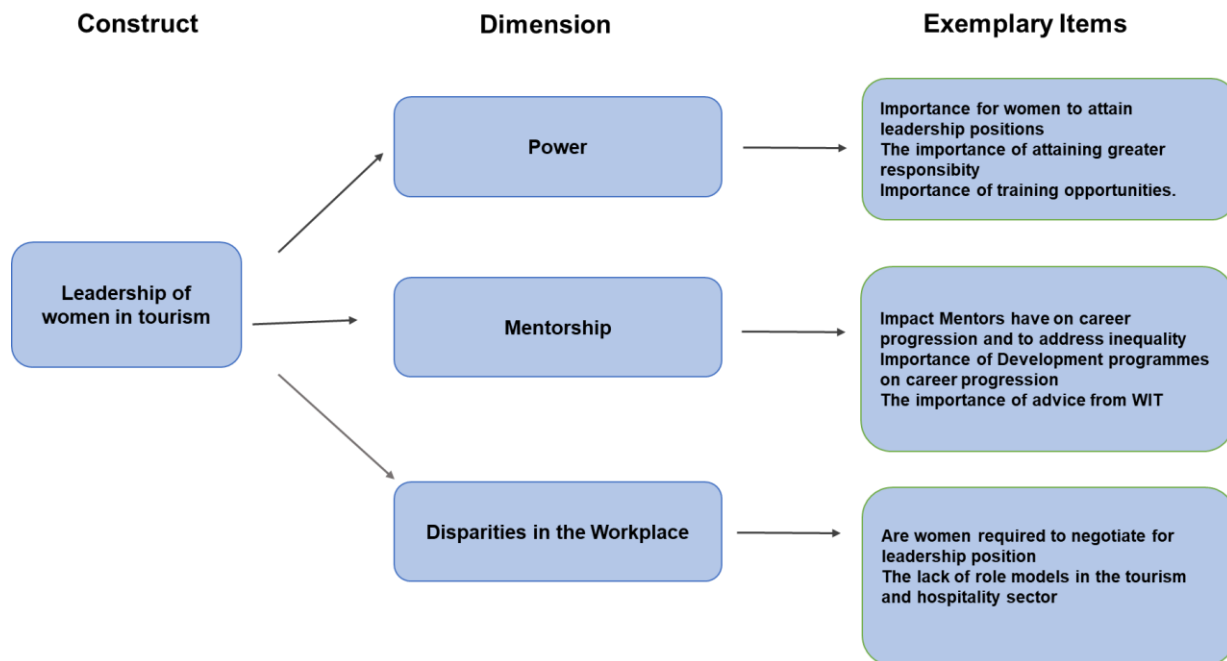


Figure 6.1 Final dimensions of the leadership of WiT construct.

Source: Contributing author.

6.4.2.2 Hypothesis 2

H₂: Productivity, engagement, intrinsic motivation, and extrinsic motivation are dimensions (related latent variables) of *motivation of women in the SA tourism sector* and can be reliably and validly measured.

There are empirical studies on various aspects of motivation, but there is little research on the motivation of women in the tourism sector. An extensive review of the research on women's motivation is given in section 2.8, drawing on disciplines like gender studies, business management, and human resources. The *motivation of WiT* construct was created as a result of the findings of these studies. Three aspects of the motivation of women in tourism were identified due to the traditional review of the literature related to *Productivity* (section 2.8.1), *Engagement* (section 2.8.2), *Intrinsic Motivation* (section 2.8.3), and *Extrinsic Motivation* (section 2.8.4).

Pearson Correlation and Spearman rho Correlation were used to test the strength of the relationship between the items within each construct (Table 5.10). The correlation was deemed to be factorable, with the Kaiser-Meyer-Olkin value exceeding the recommended

minimum of 0.6 and the Bartlett's Test of Sphericity reaching statistical significance, $p < .001$ (Kaiser, 1974; Pallant, 2020; Tabachnick & Fidell, 2013). Bartlett's Test of Sphericity $X^2 = 697.65$ ($df = 45$; $p < .001$)

Communality was assessed on ten items (Table 5.11), all of which had significant loading, implying that a sample size larger than 200 was supported, as suggested by Hair et al., (2018). The eigenvalues of the first three components exceeded one. The remaining ten items resulted in a three-factor solution that explained 62.38% of the data variation.

The PCA extracted three components (Table 5.13), each of which contained ten variables that made up the construct *motivation of WiT*. The items investigated for each extracted component were used to name the three newly extracted factors (*Engagement*, *Extrinsic motivation*, and *Productivity*) (see Table 5.13). Only two of the extracted factors demonstrated acceptable internal consistency, as illustrated by Cronbach's alpha coefficients listed in Table 5.14, but *Productivity* was retained, as mentioned in section 5.4.2.3.8.

When the descriptive statistics for the new latent variable were examined, *Extrinsic motivation* had the highest discriminatory score, with a mean score of 6.72. Pearson Correlation and Spearman rho Correlation were used to examine the relationship between the new latent variables. The analysis revealed that the variables had small to weak relationships, with only the relationship between *Extrinsic Motivation* and *Productivity* having a correlation above .3. The Kolmogorov-Smirnov and Shapiro-Wilk normality tests revealed that the new latent construct distributions deviated significantly from normality. However, Tabachnic and Fidell, 2013 argue that a test for normality is not critical. Only *Engagement* and *Extrinsic Motivation* had reliable coefficients ranging from .78 to .70, with an overall reliability coefficient of .74 for all three new latent variables. The dimension *Intrinsic Motivation* was not supported in the analysis of the data. The newly established latent variables are interpreted and discussed.

A number of studies have been done on the role of *Engagement* in the motivation of individuals in the workplace (Amah, 2018; Laba & Geldenhuys, 2018; Reijseger et al., 2017). The present studies' result is consistent with the findings of the studies mentioned.

It's noteworthy that women who are engaged in their careers are more immersed and energised in their tasks (Amah, 2018; Laba & Geldenhuys, 2018; Reijseger et al., 2017). The present study shows that *Extrinsic Motivation* is an important factor concerning the motivation of women in tourism. This notion is supported by the studies of Black *et al.* (2015), Jenni (2017) and Stekfo et al., (2018). *Extrinsic Motivation* was found to be relevant to WiT in SA, and the results of this study aim to add to the body of literature about WiT in SA. Numerous studies support the importance of *Productivity* in the motivation of an individual (Amah, 2018; Fiaz et al., 2017; Margol, 2015). This is consistent with the findings of the present study. *Productivity* was found to be relevant to WiT in SA, and the findings of this study is to be added to the body of literature about WiT in SA, to be utilised by researchers in a similar field. While the dimension *intrinsic motivation* was not supported in the present study, numerous studies have shown that motivation is not a one size fits all and that an intrinsically motivated woman, is said to be more engaged and productive (Black et al., 2015; Stefko, et al, 2018). While the dimension *intrinsic motivation* was found not to be relevant to the WiT in SA, it warrants further investigation for future studies. **H₂** was supported by the data as *Engagement*, *Extrinsic Motivation* and *Productivity* are valid and reliable latent variables for *motivation of WIT*. Figure 6.2 depicts the final dimensions for *the motivation of WIT* construct.

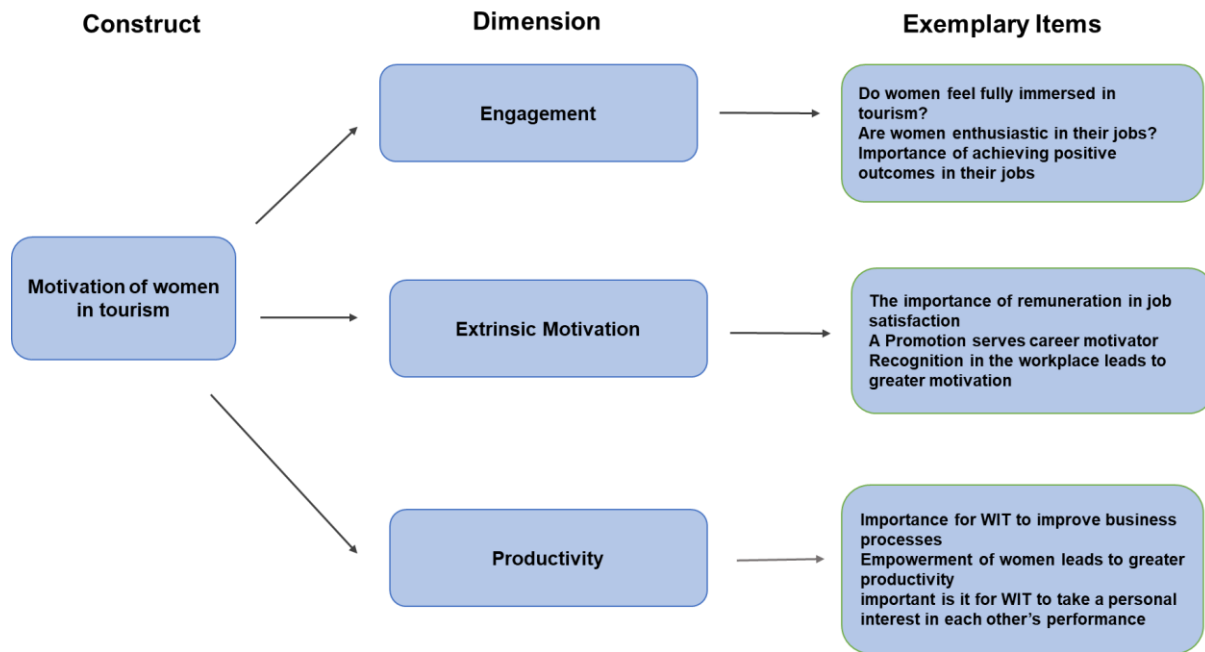


Figure 6.2 Final dimensions of the Motivation of WiT construct.

Source: Contributing author.

6.4.2.3 Hypothesis 3

H₃: Entrepreneurship, competence and autonomy are dimensions (related latent variables) of *empowerment of women in the SA tourism* sector and can be reliably and validly measured.

There are empirical studies on various aspects of empowerment, but there is little research on *empowerment of WiT*. Section 2.9 provides a comprehensive review of research on women's empowerment, drawing on disciplines such as psychology, sociology, and economics. As a result of the findings of these studies, the construct *empowerment of WiT* was created. Following thorough traditional literature, three dimensions of empowerment of WiT were identified, namely *Entrepreneurship* (section 2.9.1), *Competence* (section 2.9.2), and *Autonomy* (section 2.9.3).

Pearson Correlation and Spearman rho Correlation were used to test the strength of the relationship between the items within each construct (Table 5.18). The correlation was determined to be factorable, with the Kaiser-Meyer-Olkin value exceeding the recommended minimum of 0.6, and Bartlett's Test of Sphericity reaching statistical

significance, $p < .001$ (Kaiser, 1970, 1974; Pallant, 2020; Tabachnick & Fidell, 2013). the Bartlett's Test of Sphericity $\chi^2 = 859.95$ ($df = 55$; $p < .001$).

Communality was assessed on ten items (Table 5.19), which were deemed practically significant, implying that a sample size larger than 200 was required, as suggested by Hair et al., (2018). The eigenvalues of the first three components exceeded one. The remaining ten items resulted in a three-factor solution that explained 63.13% of the data variation.

The variables were transformed into a set of smaller combinations by PCA with VARIMAX rotations, which accounted for all of the variance in the construct. The PCA extracted three components (see Table 5.21), each of which contained ten variables that made up the construct *empowerment of WiT*. The items, investigated for each extracted component, were used to name the three newly extracted factors (*Entrepreneurial Skill, Competence, and Autonomy*) (see Table 5.21). In the naming of the new latent variables, entrepreneurship was renamed entrepreneurial skill. The Cronbach's alpha coefficients listed in Table 5.22 demonstrate that all three new latent variables of the extracted factors demonstrated acceptable internal consistency.

When the descriptive statistics for the new latent variable were examined, the largest discriminatory score was Competence, with a mean score of 6.22. Pearson Correlation and Spearman rho Correlation were used to examine the relationship between the new latent variables. The analysis revealed that the relationships between the variables ranged from no effect to small, medium, and large, and only the relationship between *Entrepreneurial Skill* and *Competence* had a correlation greater than .3. The Kolmogorov-Smirnov and Shapiro-Wilk normality tests revealed that the new latent construct distributions deviated significantly from normality. Tabachnic and Fidell (2013) argue that the test for normality is not critical. The reliability coefficients for all three new latent factors ranged from .78 to .74, with an overall reliability coefficient of .70 for all three new latent variables. The newly established latent variables are interpreted and discussed.

Numerous studies have recognised that empowerment is a multi-faceted approach that can be viewed from a psychological, social, political, gender, environmental and economic approach (Boley et al., 201; Kazi, 2021; Winters et al., 2018). The results from the present study show that women in tourism believe they have the necessary *entrepreneurial skill* to

be innovative and successful in a tourism business. According to Batool et al. (2017), Jena (2018) and Singh (2018), women who have entrepreneurial skills still face obstacles such as ease of financial assistance, access to markets, and socio-cultural constraints. The present study results show that women in tourism believe they are competent, have innovative ideas. can work independently, and is also relevant to WiT in SA. These results add to the growing body of literature on WiT in SA. Jena (2018) and Nasher (2019) argued that confidence had a lot to do with competence, and therefore women who doubted their competence had a greater chance of failure. This study has revealed that women in tourism believe they have the necessary autonomy to make decisions independently and freely express their opinions in the workplace; it is an indication that this dimension is relevant to WiT in SA. These findings are consistent with studies by Batool et al., (2017), Noronha and Guimarães (2017), Winters et al., (2018) who propose that empowered women felt they had more autonomy in the decisions they make; these findings add to the body of knowledge about WiT in SA. **H₃** was supported by the data as *Entrepreneurial Skill, Competence* and *Autonomy* are reliable and valid new latent variables of *empowerment of WiT*. Figure 6.3 depicts the final dimensions for *the empowerment of WiT* construct.

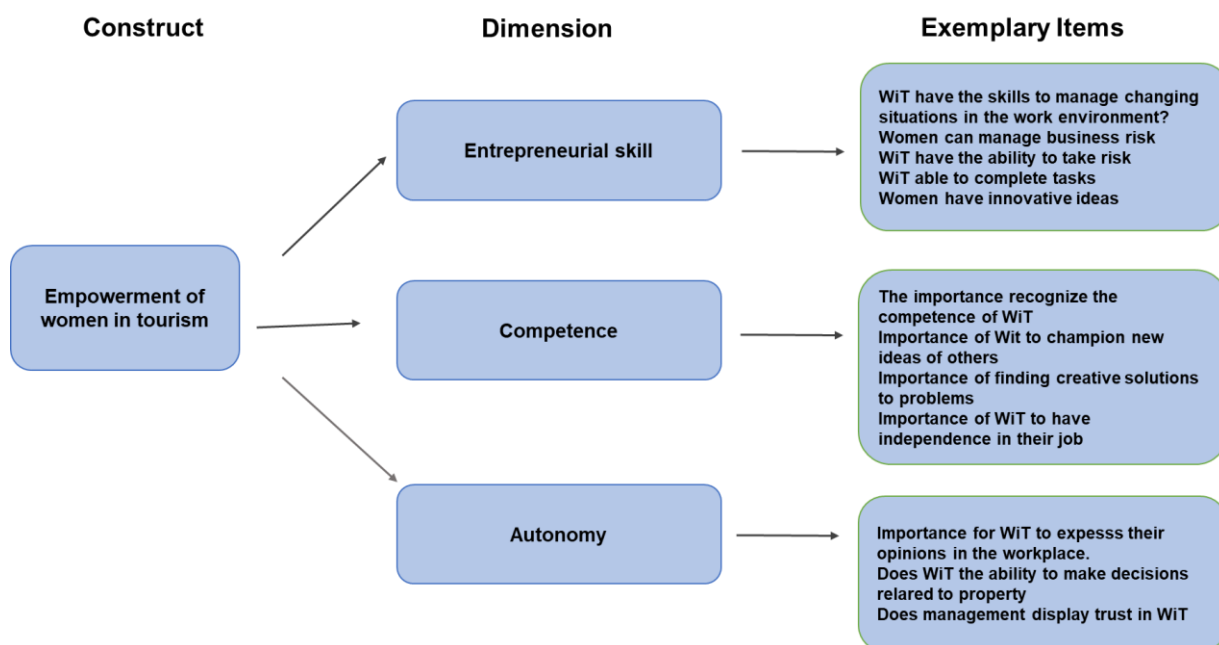


Figure 6.3 Final dimensions of the empowerment of WiT construct.

Source: Contributing author.

6.4.2.4 Hypothesis 4

H₄: There is a significant relationship between the latent variables from the *Leadership of WiT* construct and the latent variables from the *Motivation of WiT* construct.

To determine the intercorrelation between the nine newly created latent variables, a bivariate analysis was conducted. The Pearson product-moment correlation and Spearman rho were included in the bivariate analysis. This was applied to determine how the nine newly created latent variables related to one another.

The analysis revealed a medium relationship between the latent variables from the *Motivation of WiT* and the *Leadership of WiT* construct, indicating that all of the relationships were only partially supported (see Table 5.26). This result is consistent with studies by Çelik, (2017); and Eskiler et al., (2016); Fiaz et al., (2017); Robnagel, (2017). These studies claim that good leadership has a positive effect on the motivation of employees. The partial support of the data on **H₄** contributed to the existing body of literature by addressing the lack of research on the relationship between the *Motivation of WiT in SA* and *Leadership of WiT in SA*.

6.4.2.5 Hypothesis 5

H₅: There is a significant relationship between the latent variables from the *Motivation of women in tourism* construct and the latent variables from the *Empowerment of women in tourism* construct.

The relationship between the latent variables for the *Empowerment of WiT* construct and the latent variables for the *Motivation of WiT* construct had a medium to large relationship, and this suggests that all the relationships were only partially supported (see Table 5.26). The result of this study is consistent with the studies by; Ertac and Tanova, (2020); Garcia and Archer (2016); Qadir et. al., (2017), Rahmi et al., (2020). A motivated individual feels more empowered to achieve goals and success in tasks (Ertac & Tanova, 2020; Garcia & Archer, 2016; Qadir et. al., 2017; Rahmi et al., 2020). Based on these findings, it is possible to conclude that **H₅** was partially supported by the data and has contributed to the literature by addressing the lack of research on the relationship between the *Motivation of WiT in SA* and *Empowerment of WiT in SA*.

6.4.2.6 Hypothesis 6

H₆: There is a significant relationship between the latent variables from the *Leadership of women in tourism* construct and the latent variables from the *Empowerment of women in tourism* construct.

Pearson's product-moment correlation and Spearman rho analysis revealed a medium relationship between the latent variables for *Leadership of WiT*, and the latent variables for *Empowerment of WiT*, indicating that all relationships were partially supported (see Table 5.26). The findings of this study are consistent with the studies by Ba (2015), Fong and Snape (2015), Saleem et al., (2019) and Sergovia-Perez et al., (2019) and. Leadership can have a positive or negative effect on how empowered an individual is. Individuals feel empowered when they see there is a match between leadership's words and actions (Saleem et al., 2019; Sergovia-Perez et al., 2019). Numerous studies have studied the relationship between leadership and empowerment, however, there remains a lack of research in the field of tourism. **H₆** has therefore contributed to addressing the lack of research as the data partially supported the relationship between the *Leadership of WiT in SA* and *Empowerment of WiT in SA*, and makes a meaningful contribution to the body of knowledge.

6.4.2.7 Hypothesis 7

H₇: *Barriers to career advancement* (family responsibilities, work environment, qualifications, flexible working hours and work from home) differ significantly regarding the latent constructs from the *Leadership of WiT*, *Motivation of WiT* and the *Empowerment of WiT* constructs.

The non-parametric Mann-Whitney U test was used to investigate the *barriers to career advancement* of WiT on the new latent variables. The effects of each question (categorical variable) from section C of the questionnaire (Appendix 5) on the newly established latent variables (*Mentorship*, *Power*, *Disparities in the workplace*, *Engagement*, *Extrinsic Motivation*, *Productivity*, *Entrepreneurial Skill*, *Competence*, and *Autonomy*) were used to determine whether significant differences exist between these variables.

Previous studies have alluded to the fact that the lack of representation of women in leadership roles is due to the demands of family life (Sergovia-Perez et al., 2019). The more empowered a woman is, the more autonomy she has over the decisions of her life as well the life of her children (Batool et al., 2017; Noronha & Guimarães, 2017; Winters et al., 2018). Chatterjee et al., (2018), Jena (2018) assert that leveraging entrepreneurial skill is a way to eradicate poverty and address gender and wage disparities.

Table 5.27 depicts the effects of the question "C1: In your opinion, are women seen as a liability in the tourism workplace if they attend to family responsibilities?" on the newly established latent variables. The Mann-Whitney U test found significant mean rank differences in **Mentorship** (U = 4697.50; z=-3.01, $p<.01$), **Power** (U = 4342.00; z=-3.81, $p<.01$), **Disparities in the workplace** (U = 2408.50; z=-7.51, $p<.01$), **Productivity** (U = 4635.00; z=-3.23, $p<.01$), **Competence** (U = 5259.50; z=-2.17, $p<.05$) and **Autonomy** (U = 3591.00; z=-5.13, $p<.01$) between those who believe family responsibility causes women to be seen as a liability and those who do not. The majority of respondents see themselves as a liability in the tourism workplace when attending to family responsibilities (section 5.3.2.1). This finding is consistent, as women tend to opt out of their careers based on a conflict between their careers and family life, and they are also seen as less ambitious (Atef & Balushi, 2015; Deen et al., 2016; Basurto-Barcia & Ricaurte-Quijano, 2017; Laba & Geldenhuys, 2018; Sergovia-Perez et al., 2019). In terms of *Engagement*, *Extrinsic motivation*, and *Entrepreneurial Skills*, there are no significant mean rank differences between respondents who believe that family responsibility makes women a liability, and those who do not. The dimensions *Engagement* and *Extrinsic motivation* were not supported by any literature in terms of respondents who believe that family responsibility makes women a liability. The dimensions entrepreneurial skill is consistent with previous studies that claim that *Entrepreneurial Skill* is often hampered by sociocultural constraints; it is also relevant in the context of WiT in SA (Jena, 2018). The findings makes a contribution to the body of literature on WiT in SA.

Table 5.28 shows the effects of the question "C2: Do human resources (HR) policies support the recruitment and selection of older women?" on the newly established latent variables. In terms of **Disparities in the Workplace** (U = 3996.00; z=-3.04, $p<.01$) and **Autonomy** (U = 3670.00; z=-3.71, $p<.01$), the Mann-Whitney U test found significant mean

rank differences between those who believe HR Policies support recruitment and selection of older women and those who believe they do not. Results from the current study show that respondents believe that HR does not support the selection of older women (section 5.3.2.2). This is consistent with studies that claim that women face several disparities in the workplace, and are often marginalised (Basurto-Barcia & Ricaurte-Quijano, 2017). For *Mentorship, Power, Engagement, Extrinsic Motivation, Productivity, Entrepreneurial Skill, and Competence*, no significant mean rank differences were found between those who believe HR Policies support the recruitment, and selection of older women and those who do not. *Disparities in the Workplace* and *Autonomy* were found to be relevant in the context of WiT in SA, *Mentorship, Power, Engagement, Extrinsic motivation, Productivity, Entrepreneurial skill, and Competence* and require further investigation. The findings of this study make a contribution to the existing body of literature on WiT in SA.

Table 5.29 depicts the effects of the question "C3: Do you believe your educational background provided you with the necessary knowledge to become a woman in tourism?" on the newly established latent variables. The Mann-Whitney U test revealed no significant mean rank differences in any of the dimensions of *the barriers to career advancement of WiT* between respondents, who believed their educational background provided them with the knowledge they needed to become a woman in tourism, and those who believed it did not. It is evident from the literature examined, that education or qualifications play a significant role in the position a woman holds within an organisation (Deen et al., 2016; Islam, 2015). This is consistent with the current study's findings, which indicate that most women in tourism believe that their educational background provided the necessary knowledge to work in the tourism sector (section 5.3.3.3). The variables were found not to be relevant to WiT in SA and requires further investigation. The findings of this study also indicate a high percentage of women in middle to top management and business owners have tertiary education (section 5.3.1.2.5). The findings of the study contributes to the existing body of literature on WiT in SA.

"C4: How important is (the concept of) flexible working hours to you?" on the newly established latent variables The results are used to determine whether there are any significant differences in perceptions of *Mentorship, Power, Disparities in the Workplace, Engagement, Extrinsic Motivation, Productivity, Entrepreneurial Skills, Competence*, and

Autonomy between the "not at all" and "definitely" groups (Table 5.30). The Mann-Whitney U test discovered significant (marginal) mean rank differences in Mentorship between those who believe flexible working hours are important, and those who do not. Similarly, there were no significant mean rank differences between those who believe flexible working hours are important and those who do not for Power, *Disparities in the Workplace*, *Engagement*, *Extrinsic Motivation*, *Productivity*, *Entrepreneurial Skill*, *Competence*, and *Autonomy*. The majority of respondents indicated that flexible working hours were important to them (section 5.3.3.4). This is supported by numerous studies which have discussed the impact of flexible working hours on work-life balance, productivity, and greater efficacy in the workplace (Laba & Gendenhuys 2018; Mazzucchelli, 2017). The variables were found not to be relevant to WiT in SA and requires further investigation. The findings of the study contribute to the existing body of literature on WiT in SA.

Table 5.31 shows the effects of the question "C5: How important is the ability to work from home to you?" on the newly established latent variables. Regarding any of the dimensions in *barriers career advancement for WiT*, the Mann-Whitney U test found no significant mean rank differences between those who believe the ability to work from home is important and those who do not. It was evident from the results of the current study that women in tourism are in support of flexible working hours and the ability to work from home (section 5.3.3.5). Literature reveals that working from home can increase productivity and has a positive effect on work-life balance (Fuller & Hirsh 2018; Mazzucchelli, 2017; Remington & Kitterlin-Lynch, 2018). The findings of the study contribute to the existing body of literature on WiT in SA.

These analyses are evident for *Mentorship*, *Power*, *Disparities in the Workplace*, *Engagement*, *Extrinsic Motivation*, *Productivity*, *Entrepreneurial Skill*, *Competence*, and *Autonomy*. The Mann-Whitney U test results on significant mean rank differences provided partial support for hypothesis **H₇**. Therefore, **H₇** has contributed to addressing the lack of research on the *barriers to career advancement* (family responsibilities, work environment, qualifications, flexible working hours, work from home) and these differ significantly regarding the latent constructs from the *Leadership of WiT*, *Motivation of WiT* and the *Empowerment of WiT* constructs. Figure 6.4 illustrates the final research framework.

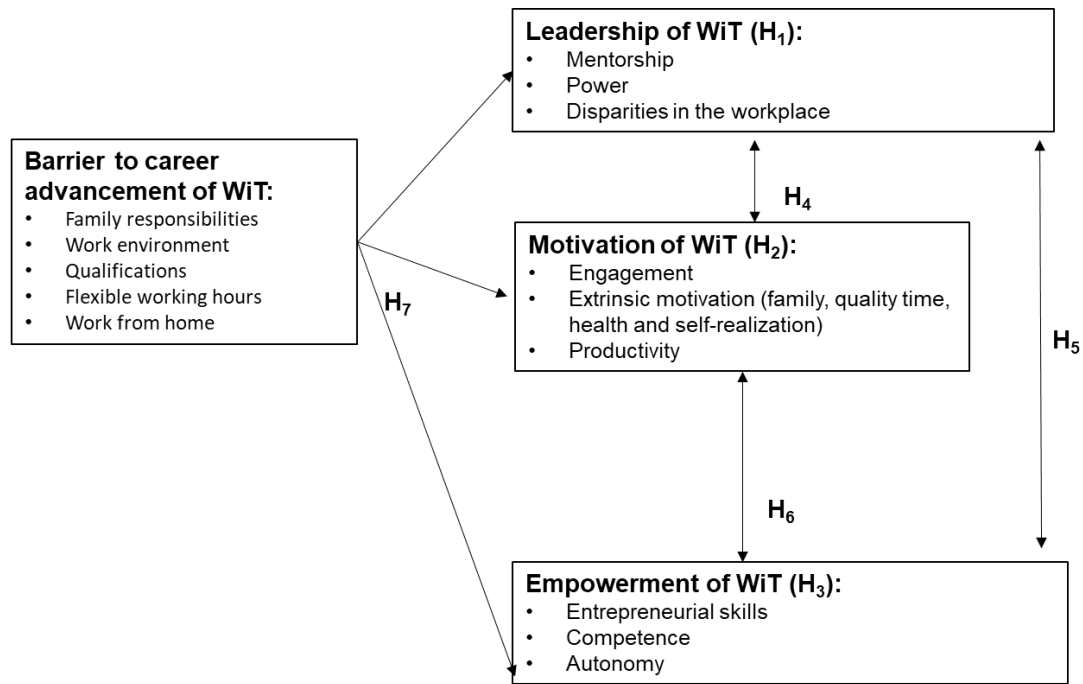


Figure 6.4 Final research framework.

Source: Contributing author.

6.5 SYNTHESIS

The proposed theoretical framework, depicted in Figure 1.2, was discussed at the start of this chapter. The review of literature findings was highlighted in the context of TROs. Figure 5.1 depicts the two phases in which the findings are discussed.

Phase one involved reviewing the screening questions and demographic information. The objective of this stage was to ensure that all respondents met the eligibility requirements for participation in this study. This phase allowed respondents to be profiled based on their gender, age, domicile province, position in the tourism sector, sector of employment within the tourism sector, level of education, and working experience. The profiling of respondents contributed to the study of WiT in the SA sector. The majority of WIT respondents were between the ages of 22 and 37, in middle management, and from the Western Cape. The majority of respondents work in hospitality, have a tertiary education, and have four to five years of work experience.

Phase two entailed the results of the univariate analysis for the item descriptive statistics of *leadership of WiT*, *motivation of WiT*, and *empowerment of WIT*. The univariate analysis included an iterative item reliability and normality test. A bivariate and multivariate analysis yielded EFA, Pearson's Correlation/Spearman rho coefficients, PCA with VARIMAX rotation, and a Mann-Whitney Test. Item analysis, EFA, and normality tests were used to test the developed research hypotheses. The various statistical research hypotheses were developed using the formulated research questions and objectives listed in Chapter 1, as well as the EOs justified by the literature review listed in section 5.2.

The traditional literature review in Chapters 2 and 3 served as the foundation for developing the study's hypothesis. As a result, the hypothesis was introduced in chapters 2 and 3. To validate the study's contribution to the body of knowledge, this chapter summarizes the findings in conjunction with the respective hypotheses. **H₁** was supported by the data as *Power, Mentorship, and Disparities in the Workplace are reliable and valid latent variables of the leadership of WiT in SA*. **H₂** was supported by the data as *Engagement, Extrinsic Motivation and Productivity are valid and reliable latent variables for motivation of WIT in SA*. **H₃** was supported by the data as *Entrepreneurial Skill, Competence and Autonomy are reliable and valid new latent variables of empowerment of WIT in SA*. *The partial support of the data on H₄* added to the existing body of literature by addressing the lack of research on the relationship between *Motivation of WiT in SA* and *Leadership of WiT in SA*. **H₅** was partially supported by the data and contributed to the literature by addressing the lack of research on the relationship between *Motivation of WiT and Empowerment of WiT in SA*. **H₆** contributed to addressing the research gap by partially supporting the relationship between *Leadership of WiT in SA and Empowerment of WiT in SA*, allowing it to make a significant contribution to the body of knowledge. The aim of **H₇** if *barriers to career advancement* (family responsibilities, work environment, qualifications, flexible working hours, work from home) differ significantly regarding the latent constructs from the *Leadership of women in tourism, Motivation of women in tourism and the Empowerment of women in tourism* constructs. The Mann-Whitney Test was used to test this relationship and yielded partial supporting evidence.

CHAPTER 7

CONCLUSIONS AND DISCUSSIONS

7.1 INTRODUCTION

The findings of the study and recommendations for future research are presented in this chapter. The steps taken to carry out this study are articulated, followed by the findings and recommendations of the study. Additionally, this chapter discusses the study's contribution to tourism research as well as its limitations.

The following section contains a summary of the dissertation's chapters.

7.2 SUMMARY OF CHAPTERS

A summary of the dissertation's chapters that demonstrates the steps taken to carry out this study, is provided in the current section. The first section is a summary of Chapter 1.

7.2.1 Chapter 1

This chapter provided a background to the research problem, the study's problem statement, and ROs and RQs. Background information from the literature review on *leadership of WiT, motivation of WiT, empowerment of WiT, and barriers to career advancement of WiT* was used to construct the main RQ, namely.

How do barriers to women's career advancement (family responsibilities, work environment, qualifications, flexible working hours, work from home) affect leadership of women in tourism, motivation of women in tourism, and empowerment of women in tourism?

Chapter 1 highlighted *leadership of WiT, motivation of WiT, empowerment of WiT* as continuous constructs, and *barriers to career advancement of WiT*, as a categorical construct which was investigated in the study. The inclusion of the constructs (*leadership of WiT, motivation of WiT, and empowerment of WiT*) to investigate the *barriers to career advancement for WIT* in the SA tourism sector, was supported by the theoretical framework (see Figure 1.1).

The context for the research problem emphasised the need for research into the latent variables of the relationships between (i) *leadership of WiT and motivation of WiT*, (ii) *motivation of WiT and empowerment of WiT* (iii) *leadership of WiT and empowerment of WiT*. It also highlighted the need to investigate whether *barriers to career advancement* (family responsibilities, work environment, qualifications, flexible working hours, work from home) differ significantly, regarding the latent variables from the *leadership of WiT*, *motivation of WiT* and the *empowerment of WiT* constructs.

The context of the research problem emphasised the importance of understanding the relationship between the aforementioned constructs in the SA context. The motivation and the contributions (theoretical, methodological and practical) of the study were also highlighted in Chapter 1. The chapter concluded with an outline of the remaining chapters.

7.2.2 Chapter 2

The literature review for the construct's *leadership of WiT*, motivation of WiT, and empowerment of WiT were extensively discussed in Chapter 2. A background was provided on tourism in context, the tourism sector in SA, women in tourism, and the market segmentation variables of women in tourism. The literature review was discussed in light of the TROs (TRO1, TRO2, and TRO3) outlined in Chapter 2. The current discussion summarises Chapter 2 following the TROs that have been developed.

First, this study accomplished TRO1 by validating power, mentorship, and development programs as dimensions of *leadership of WiT* in the SA tourism sector, as a valid theoretical construct. Second, this study was successful in investigating productivity, engagement, intrinsic motivation, and extrinsic motivation as dimensions of *motivation of WiT* in the SA tourism sector, as well as confirming it as a valid theoretical construct, thereby achieving TRO2. Third, the study succeeded in identifying entrepreneurship, competence, and autonomy as dimensions of empowerment of WiT in the SA tourism sector, establishing it as a valid theoretical construct and thus achieving TRO3. According to the literature review, there was enough theoretical support for the construct validity of each construct.

7.2.3 Chapter 3

The literature review progressed to Chapter 3, which examined the relationships between the constructs, as well the categorical construct *barriers to career advancement of WiT*. This involved examining the relationships between the latent variables of the constructs (*leadership of WiT and motivation of WiT*, *motivation of WiT and empowerment of WiT*, and *leadership of WiT and empowerment of WiT*) to confirm TRO4, TRO5, and TRO6. The background for TRO7 was provided by a thorough literature review on the variables identified under barriers to career advancement for WiT, and its related effects on the latent variables from the three constructs.

TRO4 was accomplished by the study's exploration of the nature of the relationship between the latent variables from the *Leadership of WiT* and the latent variables from the *Motivation of WiT*. The study met TRO5 by successfully examining the nature of the connection between the latent variables from the *Leadership of WiT* and the latent variables from the *Empowerment of WiT* construct. The study was successful in exploring the nature of the relationship between the latent variables from the *Motivation of WiT* construct and the latent variables from the *Empowerment of WiT* construct, accomplishing TRO6.

The study was successful in determining whether *barriers to career advancement of WiT* (family responsibilities, work environment, qualifications, flexible working hours, work from home) differ significantly in terms of the latent constructs from the *Leadership of WiT*, *Motivation of WiT*, and *Empowerment of WiT* constructs, thus achieving TRO7. Following this conventional literature review, enough theoretical support for the content validity of the aforementioned TROs was attained.

7.2.4 Chapter 4

Chapter 4 provided a thorough research plan for testing the formulated hypotheses, which were based on the hypotheses listed in Chapters 2 and 3. The primary data for this study were collected in a field setting, using a cross-sectional survey. The research design was quantitative and descriptive in nature, which allowed for the investigation of the *barriers to career advancement of WiT* in the SA tourism sector. To support the research epistemology, the researcher used a feminist constructivist research approach.

The approach used for the current study entailed the creation of a new questionnaire and the collection of data, from which empirical evidence was gathered. The present research was conducted during the period of the Coronavirus (COVID-19), and data were collected from 01 April 2021 to 30 September 2021, until the minimum required number of respondents was reached. Thus, primary data for this study were gathered from women working in entry-level to upper management positions in SA destination marketing organisations (DMO), hospitality, business tourism, travel agency, and tour operator industries. The study employed exponential non-discriminative snowball sampling as it was anticipated that it would be challenging to recruit study participants.

The questionnaire was administered online via Lime Survey (<https://survey.unisa.ac.za/index.php/389115?l>) and comprised of five sections (see Appendix 5). Section A was created to screen participants to ensure they possessed the necessary female characteristics to complete the study. Section B was created to investigate *leadership of WiT*, and Section C was created to investigate *barriers to the career advancement of WiT*. Section D investigated the construct *motivation of WiT*, while Section E investigated *empowerment of WiT*. Section F allowed respondents to submit ideas on how to help women in tourism advance in the workplace; however, due to low response rates, this section was omitted from the study. Sections B, D, and E consisted of a minimum of three to five items to investigate each dimension. Section C comprised of five items. Prior to the start of the study, a pilot study was distributed via email to 10 women working in the SA tourism sector from February 2021 to March 2021 (See Appendix 4 for their feedback).

The statistical analysis of the 250 completed questionnaires (responses) was performed, using the IBM software program SPSS V28. The descriptive statistics for this study's constructs, namely *leadership of WiT*, *motivation of WiT*, and *empowerment of WiT*, were analysed using univariate analysis. After analysing the descriptive statistics for each construct, the bivariate and multivariate analyses were carried out using PCA, including an EFA. The two-phase approach depicted in Figures 4.3 and section 4.7 served as a guideline for the data analysis process in this study. Pearson Correlation and Spearman rho Coefficients were used to analyse the relationship between the constructs. A Mann-Whitney U test and Wilcoxon W test were used to determine whether the categorical construct

barriers to career advancement for WiT were different from the newly established latent variables (see Table 5.1).

7.2.5 Chapter 5

The formulated EOs were reported in Chapter 5 and were consistent with the hypotheses stated in Chapters 2 and Chapter 3. To report on the EOs, the two-phase approach outlined in Chapter 4 was used. The data for this study was gathered from 250 WiT respondents' (as stated in section 5.3.1) from all nine provinces of SA (as noted in section 5.3.1.2.2). The findings were reported by the respective hypotheses to confirm the findings' contribution to the body of knowledge.

The findings from the Phase 1 univariate analysis of the research results presentation process, focused on the frequency of screening questions, market segmentation variables, and *barriers to career advancement of WiT*. Question A1 of section A of the online survey asked respondents to specify which gender they preferred. 249 of the respondents selected female with 1 respondent selecting non-binary, which was included in the sample size (see sections 2.6.1 and 6.4.1.2). This screening question precluded male respondents from completing the online survey, due to the study's emphasis on women in the SA tourism sector (refer to Appendix 5).

Respondents were asked to answer question A2 in section A of the questionnaire (see Appendix 5) since section 4.7.1 stated that only women in the tourism sector between the ages of 18 and 65 were permitted to respond to the questionnaire. The majority of respondents, as shown in Figure 5.4, were between the ages of 22 and 37, with a small minority between the ages of 18 and 21 (see section 2.6.2).

Question A3 asked respondents to select their domicile based on their province of residence (see section 2.6.3). According to Figure 5.5, the majority of respondents were from the Western Cape, while Gauteng had the second-highest number of respondents.

Question A4 related to the position held in the tourism sector, as the study was designed for women in positions ranging from entry level to upper management (see section 2.6.4). The vast majority of respondents held positions in middle management. 35.6% of respondents

were women in entry-level to upper-level management positions. Only 26.4% of respondents were women in executive positions or business owners (see Figure 5.6).

A5 pertained to the employment sector in the tourism industry (see Section 2.6.5). The hospitality sector employed the largest percentage of respondents, as shown in Figure 5.7. Only 8.0% of respondents worked in the business tourism/business events sector, 16.5% in the tour operating sector, 11.2% in the DMO sector, and 9.6% in travel agencies.

Question A6 required respondents to provide their highest level of education (see section 2.6.6). The vast majority of respondents, as shown in Figure 5.8, had a tertiary degree. 1,6% of respondents (one in six) did not have a senior certificate.

Question A7 of the questionnaire asked respondents to indicate the number of years they had worked in the tourism sector (See section 2.6.7). The majority of respondents stated that they had four to five years of work experience, while 2.0% stated that they had less than a year (see Figure 5.9).

Section C of the questionnaire examined the construct of *barriers to career advancement of WiT*, including its dimensions, family responsibility, work environment, qualifications, flexible working hours, and work from home. This section contained 5 questions and the results are reported in section 5.3.2. When attending to family responsibilities, the majority of respondents (72,8%) felt they were viewed as a liability at work (see Appendix 5, C1). The vast majority of respondents believed that HR policies discouraged the recruitment of older women (see Appendix 5, C2). The majority of respondents believed that their educational background provided them with the knowledge they needed to work in the tourism industry (see Appendix 5, C3). Respondents ranked flexible working hours and working from home, as extremely important (see Appendix 5, C4, and C5).

The results of the univariate, bivariate, and multivariate data analyses were reported in Phase 2 of the results reporting process. The reporting of item descriptive statistics of the three constructs (*leadership of WiT, motivation of WiT, and empowerment of WiT*) as a univariate analysis, justified the bivariate and multivariate analyses. A Pearson Correlation and Spearman rho Coefficient were used to test the strength of the relationship between

the items within each construct to test **H₁**, **H₂**, and **H₃**. The variables were also divided into a set of smaller combinations using PCA with VARIMAX rotations, utilising all of the variances in the construct. An EFA was performed within the PCA, which included Bartlett's test of sphericity and the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy, two additional statistical measures produced by IBM SPSS V28 in evaluating the factorability of the data.

A Pearson Correlational and Spearman rho Coefficients was performed on the 14 items from the *leadership of WiT* construct. As a result, the correlation matrix was deemed factorable, since the KMO MSA value was 0.756, which was significantly higher than the recommended minimum value of 0.6, and the Bartlett's Test of Sphericity $\chi^2 = 710.42$ ($df = 45$; $p \leq .001$) had reached statistical significance (See section 5.4.2.1.1). The communalities for the ten items have loadings ranging from 0.82 to 0.36, implying a sample size of more than 200 (See section 5.4.2.1.2). A total variance test was done on the 10 remaining items which resulted in a 3-factor solution, explaining 61.96% of the variation in the data (See section 5.4.2.1.3).

The PCA with VARIMAX rotation indicated that 3 factors had strong loadings and these factors had become the newly established latent variables (*Mentorship, Power, and Disparities in the workplace*) (See section 5.4.2.1.4). The 3 newly established latent variables are indicated on a Scree plot (see Figure 5.16). Descriptive statistics of three new factors extracted from the *leadership of WiT* construct indicated that *Power* had the largest discriminatory score, with a mean score of 6.50 (See section 5.4.2.1.6 and Figure 5.17). According to the reliability statistics for the three latent variables, all of the extracted factors had acceptable internal consistency, with Cronbach's alpha ranging between 0.60 and 0.70 (See section 5.4.2.1.8). Pearson's Correlations and the Spearman rho Correlations on the 3 new extracted factors from the *leadership of WiT* construct, indicated a medium relationship (See section 5.4.2.1.9). The Kolmogorov-Smirnov and Shapiro-Wilk normality tests both revealed that the distributions of the new latent constructs deviated significantly from normality, but the test for normality was not critical (See section 5.4.2.1.10). Based on these results the data supported **H₁**.

A Pearson Correlational and Spearman rho Coefficients was performed on the 16 items from the *motivation of WiT* construct. As a result, the correlation matrix was deemed factorable since the KMO MSA value was 0.77, which was significantly higher than the recommended minimum value of 0.6, and the Bartlett's Test of Sphericity $X^2 = 697.65$ ($df = 45$; $p \leq 0.001$) had reached statistical significance (See section 5.4.2.2.1). The communalities for the ten items have loadings ranging from 0.73 to 0.53, implying a sample size of more than 200 (See section 5.4.2.2.2). A total variance test was done on the 10 remaining items, which resulted in a 3-factor solution, explaining 62.38% of the variation in the data (See section 5.4.2.2.3). The PCA with VARIMAX rotation indicated that 3 factors had strong loadings, and these factors became the newly established latent variables (*Engagement, Extrinsic Motivation, and Productivity*) (See section 5.4.2.2.4). The 3 newly established latent variables are indicated on a Scree plot (see Figure 5.21). Descriptive statistics of three new factors extracted from the *motivation of WiT* construct indicated that *Extrinsic Motivation* had the largest discriminatory score, with a mean score of 6.72 (See section 5.4.2.2.6 and Figure 5.22). According to the reliability statistics for the three latent variables, all of the extracted factors had acceptable internal consistency, with Cronbach's alpha ranging between 0.78 and 0.55 (See section 5.4.2.2.8). *Productivity* had a Cronbach alpha of 55, which was slightly lower than the suggested lower limit of 6 for exploratory studies. (Hair, 2018). *Productivity* was retained as it was theoretically required for the purpose of this exploratory study. Pearson's Correlations and the Spearman rho Coefficient on the 3 new extracted factors from the *motivation of WiT* construct, indicated a medium to small relationship (See section 5.4.2.2.9). The Kolmogorov-Smirnov and Shapiro-Wilk normality tests both revealed that the distributions of the new latent constructs deviate significantly from normality, but the test for normality was not critical (See section 5.4.2.2.10). Based on these results the data supported **H₂**.

A Pearson Correlational and Spearman rho Coefficients was performed on the 14 items from the *empowerment of WiT* construct. As a result, the correlation matrix was deemed factorable since the KMO MSA value was 0.80, which was significantly higher than the recommended minimum value of 0.60, and the Bartlett's Test of Sphericity $X^2 = 859.59$ ($df = 45$; $p \leq 0.001$) had reached statistical significance (See section 5.4.2.3.1). The communalities for the ten items have loadings ranging from 0.73 to 0.49, implying a sample size of more than 200 (See section 5.4.2.3.2). A total variance test was done on the 11

remaining items, which resulted in a 3-factor solution explaining 63.14% of the variation in the data (See section 5.4.2.3.3). The PCA with VARIMAX rotation indicated that 3 factors had strong loadings and these factors became the newly established latent variables (*Entrepreneurial Skill, Competence, and Autonomy*) (See section 5.4.2.3.4). The 3 newly established latent variables are indicated on a Scree plot (see Figure 5.26). Descriptive statistics of three new factors extracted from the *empowerment of WiT* construct indicated that *Competence* had the largest discriminatory score, with a mean score of 6.73 (See section 5.4.2.3.6 and Figure 5.27). According to the reliability statistics for the three latent variables, all of the extracted factors had acceptable internal consistency, with Cronbach's alpha ranging between 0.78 and 0.77 (See section 5.4.2.3.8). Pearson's Correlations and the Spearman rho Coefficient on the 3 new extracted factors from the *motivation of WiT* construct indicated a medium to small relationship (See section 5.4.2.3.9). The Kolmogorov-Smirnov and Shapiro-Wilk normality tests both revealed that the distributions of the new latent constructs deviate significantly from normality, but the test for normality was not critical (See section 5.4.2.3.10). Based on these results the data supported **H₃**.

A bivariate analysis was performed to determine the intercorrelation between the nine newly created latent variables. The bivariate analysis included the Pearson product-moment correlation and the Spearman rho. This was used to see how the nine newly created latent variables interacted with one another. The analysis revealed a medium relationship between the latent variables of *Leadership of WiT (Mentorship, Power, and Disparities in the Workplace)* and *Motivation of WiT (Engagement, Extrinsic Motivation, and Productivity)*, indicating that all of the relationships were only partially supported (see Table 5.25). Based on these results the data partially supported **H₄**.

The relationship between the latent variables for the *Empowerment of WiT* construct (*Entrepreneurial skill, Competence, and Autonomy*) and the latent variables for the *Motivation of WiT (Engagement, Extrinsic Motivation, and Productivity)* construct was medium to large, indicating that all of the relationships were only partially supported (see Table 5.25). Therefore, based on these results, the data partially supported **H₅**.

Pearson's product-moment correlation and Spearman rho analysis revealed a medium relationship between the latent variables for *Leadership WiT* and the latent variables for

Empowerment of WiT, indicating that all relationships were partially supported (see Table 5.25). Based on these results the data partially supported **H₆**.

To investigate the *barriers to career advancement of WiT* on the new latent variables, the non-parametric Mann-Whitney U test was used. To determine whether significant differences exist between these variables, the effects of each question (categorical variable) from section C of the questionnaire (Appendix 5) on the newly established latent variables (*Mentorship, Power, Disparities in the Workplace, Engagement, Extrinsic Motivation, Productivity, Entrepreneurial Skill, Competence, and Autonomy*), were examined (see section 6.4.2.7). These analyses are evident for *Mentorship, Power, Workplace Disparities, Engagement, Extrinsic Motivation, Productivity, Entrepreneurial Skill, Competence, and Autonomy*. The Mann-Whitney U test results on significant mean rank differences provided partial support for hypothesis **H₇**.

7.2.6 Chapter 6

Chapter 6 provided a discussion and the interpretation of the results, which were reported in Chapter 5. Chapter 6 was divided into two sections, firstly the main findings of the literature review were discussed, taking into consideration of the theoretical objectives. This was followed by a discussion of the main findings of the empirical study.

The TROs were developed based on the literature provided in Chapter 2 and Chapter 3. TRO1 is related to *leadership of WiT* construct, TRO2 related to *motivation of WiT* construct, and TRO3 is related to the *empowerment of WiT* construct. TRO4, TRO5, and TRO6 are related to the direction and statistical interrelationships between the latent variables, while TRO7 related to whether *barriers to career advancement of WiT* (family responsibilities, work environment, qualifications, flexible working hours, work from home) differ significantly regarding the latent constructs from the *Leadership of WiT, Motivation of WiT*, and the *Empowerment of WiT* constructs.

The empirical findings (EO1 – EO7) were discussed in the 2 phases, as indicated in section 5.2 (see Section 6.4). Phase 1 discussed the results from the item descriptive statistics for screening questions, market segmentation variables, and *barriers to career advancement for WiT* (see section 6.4.1).

The univariate analysis results for the item descriptive statistics of *leadership of WiT*, *motivation of WiT*, and *empowerment of WiT*, revealed that all of the construct datasets required further analysis (Refer to Appendix 6 for *leadership of WiT*, Appendix 7 for *motivation of WiT*, and Appendix 8 for *empowerment of WiT*).

Sections 6.4.2.1, 6.4.2.2 6.4.2.3 provided a summary of the results for **H₁**, **H₂**, and **H₃** respectively. Numerous studies supported the findings, which makes a significant contribution to the body of literature on WIT in SA (Amah, 2018; Carbajal, 2018; Frkal, 2018; Karazi-Presler et al., 2017; O'Neil & Domingo, 2016; Samo et al., 2018; Sanchez & Lehnert 2019; Winters et al., 2018) This was followed by a discussion of the results in relation to the literature provided on the constructs in Chapter 2.

The relationship between the latent variables, as indicated by **H₄**, **H₅**, and **H₆**, was discussed in sections 6.4.2.4, 6.4.2.5, and 6.4.2.6. This was followed by a discussion of the results in relation to the literature provided on the constructs in Chapter 3. The findings, which have been supported by numerous studies, significantly adds to the body of literature on WIT in SA (Çelik, 2017; Ertac and Tanova, 2020; Eskiler et al., 2016; Fiaz et al., 2017; Garcia & Archer, 2016; Robnagel, 2017; Saleem et al., 2019; Sergovia-Perez et al., 2019). The study established that **H₄**, **H₅**, and **H₆** were partially supported and (also) RO4, RO5, and RO6.

Section 6.4.2.7 provided a summary of the results for **H₇**. This was followed by a discussion of the results in relation to the literature provided in Chapter 2 and Chapter 3. The findings of this study, which were supported by several other studies, significantly adds to the body of knowledge on WIT in SA (Batool et al., 2017; Chatterjee et al., 2018, Jena 2018; Noronha & Guimarães, 2017; Winters et al., 2018). The study established **H₇** was partially supported and RO7 was achieved through the bivariate analysis.

A discussion of the conclusions is given in the following section.

7.3 CONCLUSIONS

This section is divided into three sections: theoretical conclusions, methodological conclusions, and practical conclusions, each of which reflects the study's contribution. The theoretical conclusions of this study are discussed first.

7.3.1 Theoretical conclusions

In the context of the SA tourism sector, the literature review influenced the development of the constructs *leadership of WiT*, *motivation of WiT*, and *empowerment of WiT* (see Chapter 2). This study offers an inimitable combination of dimensions, and items to investigate *leadership of WiT* (see sections 2.7, 2.7.1, 2.7.3), *motivation of WiT* (see sections 2.8, 2.8.1, 2.8.2, 2.8.3, and 2.8.4), and *empowerment of WiT* (see sections 2.9, 2.9.1, 2.9.2, 2.9.3). Chapter 3 provided the background for the relationship of the latent variables, as well as the literature review for the *barriers to career advancement for WiT*. As far as could be ascertained, no research has been done on the constructs of this study in terms of their relationships in the context of WiT in the SA tourism industry. The main objective of the study was to determine whether *barriers to career advancement of WiT*, (*family responsibilities, work environment, qualifications, flexible working hours, work from home*) have a significant effect on *leadership of women in tourism, motivation of women in tourism* and the *empowerment of women in tourism*.

The research framework depicted in Figure 1.2 was used as a guide for testing the relationships of the constructs. TRO1 was to investigate if power, mentorship, and development programmes are dimensions of leadership of women in the SA tourism sector. The PCA for *leadership of WiT constructs* resulted in 3 newly established latent variables, namely *Mentorship, Power, and Disparities in the Workplace* (see sections 5.4.2.1.4 and 5.4.2.1.5). This constituted the achievement of EO1, and confirmed that the *leadership of WiT* construct is valid and reliable, comprising the three newly established latent variables:

- (i). *Mentorship* (based on items investigating mentorship and development programmes.
- (ii). *Power* (based on items investigating power and development programmes; and
- (ii) *Disparities in the Workplace* (based on items investigating power and mentorship.

These results are consistent with several previous studies related to leadership (Samo *et al.*, 2018; Karazi-Presler *et al.*, 2017; Frkal, 2018; Carbajal, 2018; Sanchez & Lehnert, 2019). The role of mentorship and development programmes in the career advancement of women was supported by Carbajal, (2018); Frkal, (2018); Debebe, (2016), and Sanchez and Lehnert, (2019). It is understood that women strive for leadership positions that allow them to assume more power and responsibility in the workplace (Karazi-Presler *et al.*, 2017; Samo *et al.*, 2018). It was therefore concluded that investigating the dimensions, as indicated in Figure 2.3, would be achieved by including *leadership of WiT*. As far as could be determined, no previous study has been concluded on *leadership of WiT* in the context of the SA tourism sector, which is therefore the contribution of the present study.

TRO2 was to explore if productivity, engagement, intrinsic motivation, and extrinsic motivation are dimensions of *motivation of WIT in the South African tourism sector*. The PCA for *motivation of WiT* constructs resulted in 3 newly established latent variables, namely *Engagement, Extrinsic Motivation and Productivity* (see sections 5.4.2.2.4 and 5.4.2.2.5). This constituted the achievement of EO2, and confirmed the *motivation of WiT* construct to be valid and reliable, comprising of the three newly established latent variables:

- (i). *Engagement* (based on items investigating engagement and intrinsic motivation).
- (ii). *Extrinsic Motivation* (based on all the original items investigating extrinsic motivation);
- (iii). *Productivity* (based on items investigating productivity and engagement).

The results of the present study are consistent with numerous studies on motivation (Carbajal, 2018; Faiz *et al.*, 2017; Jenni, 2017; Laba & Geldenhuys, 2018; Margol, 2015; Reijseger *et al.*, 2017; Stefko *et al.*, 2018). Margol (2015) purports that motivation plays an important role in productivity and the quality of work. According to Laba and Geldenhuys (2018), engaged individuals are said to be more productive and have positive outcomes in their work obligations. Encouragement of teamwork fosters a culture of belonging, which provides intrinsic rewards by promoting a sense of meaning and accountability (Margol, 2015). Younger people are more focused on success, careers, and wealth, which are all extrinsic motivators. By comparison, older people may value family, quality time, health, and self-realization as intrinsic motivators (Jenni, 2017). It was therefore concluded that

investigating the dimensions as indicated in Figure 2.4 would be achieved by including *motivation of WiT*. As far as could be determined, no previous study has been concluded on *motivation of WiT* in the context of the SA tourism sector, which is therefore the contribution of the present study.

TRO3 was intended to determine if entrepreneurship, competence, and autonomy are dimensions of *empowerment of WiT* in the SA tourism sector. The PCA for *empowerment of WiT* constructs resulted in 3 newly established latent variables, namely *Entrepreneurial Skill, Autonomy, and Competence* (see section 5.4.2.3.4 and 5.4.2.5). This constituted the achievement of EO3, and confirmed the *empowerment of WiT* construct to be valid and reliable, comprising of the three newly established latent variables:

- (i) *Entrepreneurial Skill* (based on items investigating entrepreneurship and competence),
- (ii) *Autonomy* (based on items investigating competence and autonomy); and
- (iii) *Competence* (based on items investigating autonomy).

The current study's findings are consistent with those of other studies (Batool et al., 2017; Jena, 2018; Raghunandan, 2018; Vaz et al., 2016; Vujko et al., 2019; Winters et al., 2018). Jena (2018) believes that encouraging women's entrepreneurship serves as a mechanism for eradicating poverty and addressing gender inequalities. Buller (2017) asserts that the key elements of empowerment and motivation lead to an individual's competence. Winters et al., (2018) agree that empowerment gives women more autonomy over themselves, their sexual health, and their basic rights. As a result, it was determined that including *empowerment of WiT* would allow for the investigation of the dimensions depicted in Figure 2.5. As far as can be determined, no previous study on *empowerment of WiT* in the context of the SA tourism sector has been concluded, which is the contribution of the current study.

TROs 4 – 6 were designed to assess the strength of the relationships between the three identified constructs and were developed to address the dearth of prior findings on the relationships between *Leadership of WiT* and *Motivation of WiT* (TRO4), *Motivation of WiT* and *Empowerment of WiT* (TRO5), and *Leadership of WiT* and *Empowerment of WiT* (TRO6). EO4 was achieved, as all of the relationships between the latent variables from *Leadership of WiT* and *Motivation of WiT* were partially supported, and as indicated by a

medium correlation (see section 5.4.3). EO5 was achieved, and all of the latent variables from *Motivation of WiT* and *Empowerment of WiT* were partially supported, as indicated by a medium correlation (see section 5.4.3). The relationship between the latent variables from *Leadership of WiT* and *Empowerment of WiT* were all partially supported, as indicated by a medium correlation, which means that EO6 was achieved (see section 5.4.3).

The relationships between *Leadership of WiT*, *Motivation of WiT*, and *Empowerment of WiT* have been theoretically and empirically established, based on the accomplishment of EO4, EO5, and EO6, and these relationships have been clarified in the context of SA tourism.

The achievement of EO4 supported the findings of studies (listed in Table 3.1) emphasising the relationship between *Leadership of WiT* and *Motivation of WiT*, and the achievement of EO5 supported the findings of studies (listed in Table 3.2) highlighting the relationship between *Motivation of WiT* and *Empowerment of WiT*. The achievement of EO6 validated the findings of studies (listed in Table 3.3) highlighting the relationship between *Leadership of WiT* and *Empowerment of WiT*.

TRO7 was established to explore whether *barriers to career advancement* (family responsibilities, work environment, qualifications, flexible working hours, work from home), differ significantly regarding the latent constructs from the *Leadership of WIT*, *Motivation of WIT*, and the *Empowerment of WIT* constructs. EO7 was formulated in support of TRO7 (see section 5.4.4). The Mann-Whitney U test results on significant mean rank differences provided partial supporting evidence, allowing EO7 to be achieved (see section 5.4.4).

7.3.2 Methodological conclusions

In order to develop the questionnaire for this study, an extensive literature review on *leadership of WiT*, *motivation of WiT*, and *empowerment of WiT* was conducted (as noted in section 4.6.1). The confirmed reliability of the new latent variables of all three constructs (see sections 4.5.2.1, 4.5.3.1, and 4.5.4.1) thus confirms the reliability of the newly developed questionnaire. This makes a methodological contribution by providing a reliable questionnaire to use when investigating the relationship between *leadership of WiT* (through *Mentorship, Power, and Disparities in the Workplace*), *motivation of WiT* (through

Engagement, Extrinsic Motivation, and Productivity), and empowerment of WiT (through *Entrepreneurial Skill, Autonomy and Competence*).

As stated in the preceding section, the development of a new questionnaire to holistically investigate the constructs of *leadership of WiT, motivation of WiT, and empowerment of WiT*, have significant practical implications. This questionnaire allows for an in-depth investigation of the *barriers to career advancement of WiT* in SA.

To test the hypotheses, the current study used a combination of univariate, bivariate, and multivariate analysis. As discussed in section 5.4.1, the current study used univariate analysis to generate descriptive statistics for *leadership of WiT, motivation of WiT, and empowerment of WiT*. In this study, the PCA and EFA for each construct were performed using multivariate analysis (see section 5.4.2). A bivariate analysis using the non-parametric Mann-Whitney U test was used to test the effect of *barriers to career advancement of WiT* on the new latent variables (see section 5.4.4). This study makes a methodological contribution by employing statistical techniques that (i) allow for the development of new constructs and (ii) thoroughly investigate the nature and effects of the relationships between the constructs.

7.3.3 Practical conclusions

The practical conclusions for the current study are discussed in the context of the study's results for WiT, tourism policymakers, government tourism departments, and tourism associations such as the Southern African Tourism Services Association (SATSA), Tourism Business Council of SA (TBCSA), and WiT provincial chapters.

The results of this study aids WiT in SA in navigating the tourism industry more effectively. The study provides WiT with statistics that can be used to advocate for better support from government tourism associations, employers, and departments.

The descriptive statistics derived from the market segmentation variables in the study can provide insight into the characteristics of the WiT in SA, to government tourism departments and tourism associations.

The study's findings can be used to inform tourism policymakers and government tourism departments about what is required to address the inequalities experienced by WIT in SA. The study emphasised the significance of mentors in the career progression of WIT in SA. The findings can be used by government departments to better develop leadership development programs, to address the gender gap in leadership positions.

Tourism associations such as STATSA, TBCSA, and the WiT provincial chapters may benefit from the results of this study, as it can serve as a roadmap for these associations to provide a change in addressing entrepreneurship and the *empowerment of WIT*.

The recommendations of this study are discussed in the following section.

7.4 RECOMMENDATIONS

Recommendations are made based on theoretical, methodological, and practical considerations. First, theoretical recommendations are discussed.

7.4.1 Theoretical recommendations

The *leadership of WiT* construct is comprised of three dimensions, namely *power* (see section 2.7.1), *mentorship* (see section 2.7.2), and *development programmes* (see section 2.7.3). The limited research on the topic of *leadership of WiT* has provided an opportunity to lay a theoretical basis for a better understanding of the role of *leadership of WiT* in the SA tourism sector. Future studies could examine additional dimensions, such as the leadership styles of women (Carbajal, 2018), allowing researchers to gain a better understanding of the *leadership of WiT* in the SA sector.

The *motivation of WiT* construct consisted of four dimensions: productivity (see section 2.8.1), engagement (see section 2.8.2), intrinsic motivation (see section 2.8.3), and extrinsic motivation (see section 2.8.4). The vast literature on motivation in the fields of psychology and HR has provided an opportunity to lay a theoretical foundation for a better understanding of the role of *motivation of WiT* in the SA tourism sector. Future research could investigate the impact of demographic details such as age, gender, and the province of residence, on the motivation of WiT in the SA tourism sector.

The *empowerment of WiT* constructs comprised of three dimensions, namely *Entrepreneurship* (see section 2.9.1), *Competence* (see section 2.9.2), and *Autonomy* (see section 2.9.3). The limited research on the topic of *empowerment of WiT* has allowed for the opportunity to establish a theoretical foundation for a better understanding of the role of *motivation of WiT* in the SA tourism sector. Future studies could examine the structural conditions which could assist WiT in the SA tourism sector to become successful entrepreneurs (Moswete & Lacey, 2016).

While *barriers to career advancement of WiT* and its dimensions namely, *family responsibilities* (see section 3.5.1), *work environment* (see section 3.5.2), *qualifications* (see section 3.5.3), *flexible working hours* (3.5.4) and *work from home* (3.9.5) were studied as categorical variables, it provided the foundation for the present study. Numerous studies have been concluded on the *barriers to career advancement of WiT*, as alluded to in this study (Basurto-Barcia & Ricaurte-Quijano, 2017; Remington & Kitterlin-Lynch, 2018). The current study has provided the groundwork to examine the *barriers to career advancement of WiT* in the SA tourism sector. Future studies could examine whether *barriers to career advancement, leadership, and motivation of WiT* could serve in a prediction model for the *empowerment of WiT*.

7.4.2 Methodological recommendations

The present study utilised Pearson Correlation and Spearman rho Coefficients to examine the nature and interrelationship between the constructs, which constitute RO4, RO5, and RO6 (see Table 5.1). Future studies could utilise moderation as a method to examine the interrelationships between the constructs. Moderation provides the researcher with effects that go beyond the direct correlation between independent and dependent variables (Hair et al., 2018).

As noted in section 4.3 the study was conducted at the height of the COVID-19 pandemic and the methodology was adapted to suit the time. The study used snowball sampling, and data collection was done extensively via email as well as social media platforms such as LinkedIn and Facebook. Future studies could adapt this data collection method, as it allows respondents the time and space to complete the questionnaire, and it also allows for easier

distribution of an online questionnaire or survey. This sampling method can also afford more women an opportunity to participate in the study.

As this study was conducted during the COVID-19 pandemic, the online questionnaire could be redistributed once the tourism sector has fully recovered. There is a need to further investigate the empirical findings through follow-up research to determine if the current findings still hold and if the work environment for WIT has changed, or is different in a SA context after COVID-19.

The following section discusses practical recommendations.

7.4.3 Practical recommendations

The practical recommendations for the current study are discussed in the context of the study's results for HR managers in the tourism sector, tourism policymakers, government tourism departments, and tourism associations such as SATSA, TBCSA, and WiT provincial chapters.

The results of the study could prove invaluable to HR managers in the tourism sector in a bid to motivate and retain women employees. The study's results are an indication of what women in tourism are experiencing and what is important to them in a workplace or career. The results of the study can be used as a guideline to develop new HR policies, which address the needs of women's dual roles in society.

The identified construct *leadership of WiT and empowerment of WiT* could be beneficial to tourism policymakers, government tourism departments as well tourism associations. Findings from these constructs can assist tourism policymakers in amending tourism policies, and more specifically inform the Tourism Sector Human Resources Development Strategy (TSHRD) in a bid to address gender and wage disparities in the tourism sector in SA. Government tourism departments can use the findings to assist in the development and implementation of better leadership, empowerment, and entrepreneurship programmes to assist WiT in the SA sector.

The tourism associations and WiT Provincial chapters can use the holistic result from the study to better advocate for women to have a greater say and stake in the SA tourism sector.

The contributions of this study are discussed next.

7.5 CONTRIBUTIONS

This study's contributions are divided into three categories: theoretical contributions, methodological contributions, and practical contributions. Theoretical contributions to this study are discussed first.

7.5.1 Theoretical contributions

An extensive literature review on *leadership of WiT, motivation of WiT, and empowerment of WiT* was conducted to investigate *barriers to career advancement for WiT* in the SA tourism sector. To investigate the constructs and the effects of relationships between the constructs, univariate, bivariate, and multivariate analyses were used.

The identified *leadership of WiT* construct was extensively investigated (see sections 7.3.1, 7.4.1). The result of the present study is difficult compared to other studies, as there is a dearth of research on the *leadership of WiT* in the SA tourism sector. Even though other dimensions could be added to the construct (see section 7.4.1), this study contributes by investigating *leadership of WiT* in the context of the three extracted components, which are highlighted in sections 5.4.1.1, 5.4.2.1, 6.4.2.1 and 7.3.1. Carbajal (2018) and Sanchez and Lehnert (2019) support the study of mentorship, as they claim women struggle to find mentors, which can assist in career advancement. Samo et al., (2018); Karazi-Presler et al., (2017), and Frkal (2018) support the investigation of power as a dimension of leadership. According to these researchers, women want to be leaders, but there is an assumption that women are only ceremonial leaders with no power. Findings related to disparities in the workplace are consistent with the previous findings of research conducted by Patwardhan et al. (2016), Remington and Kitterlin-Lynch (2018), and Hanaysha (2018). According to these researchers, women must negotiate for leadership positions, and there is a lack of female role models in the workplace.

As stated in sections 7.3.1 and 7.4.1, the identified *motivation of WiT* construct was thoroughly researched. The study's findings are difficult to compare to other studies because there is a scarcity of research on *motivation of WiT* in the context of the SA tourism sector. As a result, the researcher was unable to compare the current study's findings to those of other countries. Although additional dimensions could be added to the construct (see section 7.4.1), this study contributes by examining *motivation of WiT* in the context of the three extracted components, which are highlighted in sections 5.4.2.2, 6.4.2.2, and 7.3.1. Numerous studies on the role of *Engagement, Extrinsic Motivation, and Productivity* in individual workplace motivation have been conducted by researchers all over the world, including SA (Laba & Geldenhuys, 2018; Reijseger et al., 2017; Amah, 2018; Jenni, 2017; Stekfo et al., 2018; Black et al., 2015; Fiaz et al., 2017; Margol, 2015).

The identified *empowerment of WiT* construct was thoroughly researched, as stated in sections 7.3.1 and 7.4.1. Due to the scarcity of research on *empowerment of WiT* in the context of the SA tourism sector, the current study's findings are difficult to compare to other studies. As a result, the researcher was unable to compare the current study's findings to those of other studies. Although the construct could benefit from additional dimensions (see section 7.4.1), this study contributes by examining empowerment in the context of the three extracted components, which are highlighted in sections 5.4.1.3, 5.4.2.3, 6.4.2.3, and 7.3.1. Several studies on the role of entrepreneurial skill, competence, and autonomy have been conducted, but not in the context of the SA tourism sector or in this unique combination (Batoool et al., 2017; Boley et al., 2017; Jena, 2018; Kazi, 2021; Nasher, 2019; Singh, 2018; Winters et al., 2018).

The current study investigated the relationship between *Leadership of WiT* construct and latent variables, derived from *Motivation of WiT* construct (See section 3.2.). No previous studies in the *WiT* literature have investigated the relationship between the constructs in the context of the SA tourism sector. Celik (2017) and Fiaz et al., (2017) emphasise the relationship between leadership and motivation (see Table 3.1). The findings of this study confirmed a positive medium relationship between the constructs (see Table 5.2 and 6.4.2.4). Thus, this study contributes by filling the identified gap of a lack of research exploring the *Leadership of WiT* and *Motivation of WiT* constructs.

The current study also examined the relationship between the *Motivation of WiT* construct and latent variables derived from the *Empowerment of WiT* (See section 3.3). There have been no previous studies in the WiT literature that have investigated the relationship between the constructs in the context of the SA tourism sector. Garcia and Archer (2016) and Qadir et al., (2017) emphasise the link between motivation and empowerment (see Table 3.2). The findings of this study confirmed a positive medium relationship between the constructs (6.4.2.5). As a result, this study contributes by filling a previously identified gap in research, on the *Motivation of WiT* and *Empowerment of WiT* constructs.

The study also investigated the relationship between *Leadership of WiT* and *Empowerment of WiT* (see section 3.4). There have been no previous studies in the WiT literature that shows the relation between the constructs in the context of the SA tourism industry. Batool et al., (2017) and Fong and Snape (2015) and highlight the relationship between leadership and empowerment (see Table 3.3). This study's findings confirmed the existence of a positive, medium relationship between the constructs (see sections 5.4.3 and 6.4.2.6). As a result, this study contributes by filling a research gap identified as a lack of research on the *Leadership of WiT* and *Empowerment of WiT* constructs.

The relationship between *barriers to career advancement of WiT* and newly established latent variables was further investigated in this study (see sections 3.5 and 6.4.2.7). There were no prior investigations of these relationships in the existing WiT literature. The result of the present study provided partial support for the aforementioned relationships. The Mann-Whitney U test found significant mean rank differences for the question "C1" on the latent variable's *Mentorship, Power, Disparities in the Workplace, Productivity, Competence, and Autonomy*. There are no significant mean rank differences for question "C1" in terms of engagement, extrinsic motivation, and entrepreneurial skills.

In terms of Disparities in the Workplace and Autonomy, the Mann-Whitney U test discovered significant mean rank differences for the effects of the question "C2". There were no discernible mean rank differences for mentorship, power, engagement, *Extrinsic Motivation, Productivity, Entrepreneurial Skill, and Competence*.

The Mann-Whitney U test revealed no significant mean rank differences in any of the dimensions of the *barriers to career advancement of WiT* between respondents, who believed their educational background provided them with the knowledge they needed to become a woman in tourism and those who did not. (Question "C4")

Mentorship mean rank differences were found to be significant (marginal) by the Mann-Whitney U test. *Power, Disparities in the Workplace, Engagement, Extrinsic Motivation, Productivity, Entrepreneurial skill, Competence, and Autonomy* did not have any significant mean score (Question "C4"). The Mann-Whitney U test revealed no statistically significant mean rank concerning the effects of the question "C5: on the newly established latent variables."

The present study further contributes by lessening the dearth of research exploring the relationship of *barriers to career advancement of WiT* on the relationship between the newly established latent variables in the contents of the SA tourism sector.

7.5.2 Methodological contributions

Data for the study were collected using a newly developed questionnaire (see section 4.5). As stated in sections 4.5.2.1; 4.5.3.1; 4.5.4.1 the reliability of the self-administered questionnaire was confirmed by reliability scores exceeding the minimum Cronbach's for each construct. This study contributed by developing a questionnaire that comprehensively and reliably assessed *leadership of WiT, motivation of WiT, empowerment of WiT, and barriers to career advancement of WiT*.

The newly developed *leadership of WiT, motivation of WiT, empowerment of WiT, and barriers to career advancement of WiT* questionnaire were used in this study to provide reliable insights into the constructs' relationships. A PCA which included an EFA, Pearson, and Spearman rho correlations was deemed an appropriate statistical approach for extracting components (see section 4.7). As a result, this study contributes by confirming the optimality of PCA, EFA, and Pearson and Spearman rho correlations in extracting components from newly developed theoretical constructs.

Empirical testing of the latent variables from the relationship between *Leadership of WiT* and *Motivation of WiT* was significant, especially as theoretical studies support these relationships. Limited research used quantitative research methods, which merits the testing of the relationships using correlations analyses (Amah, 2018; Chatterjee, 2018; Faiz et al., 2017; Jena, 2018; Noronha & Guimarães, 2017; Remington & Kitterlin-Lynch, 2018). As far as it can be determined, there is a lack of research on the relationship between women's leadership and motivation in the SA tourism sector. As a result, the current research intends to bridge this knowledge gap. The researcher used a feminist constructivist research approach to support the research epistemology. Feminist epistemology resolves that a women's knowledge differs from traditional research, which is usually androcentric (Ardevini-Brooker, 2002). Understanding the causes of this limited application of feminist theories in the tourism sector is a significant subject in the analysis of the development of this field of knowledge. This makes a methodological contribution as this relationship has not been investigated using correlation.

7.5.3 Practical contributions

The practical contributions of the study are discussed in the context of the study's results for HR managers in the tourism sector, tourism policymakers, government tourism departments, and tourism associations such as SATSA, TBCSA, and WiT provincial chapters.

As stated in section 7.4.3, the findings of this study could be used by HR managers in the tourism sector to understand what motivates a WiT, and how to retain these employees.

The descriptive statistics derived from the market segmentation variables in the study may be invaluable to government tourism departments and tourism associations in providing insight into the characteristics of WiT in SA (see section 7.3.3).

The relationship between the constructs, as discussed in sections 3.2; 3.3, and 3.4 can help tourism policymakers, government tourism departments, and tourism associations develop policies and strategies that helps WiT engage in entrepreneurial ventures, have access to finance initiatives, and market access.

The next section discusses this study's possible limitations.

7.6 POSSIBLE LIMITATIONS OF THIS STUDY

The chairpersons of the WiT provincial chapters were hesitant to distribute questionnaires to the members of the chapters. This could explain why responses were not evenly distributed across SA's nine provinces. The findings should be interpreted with caution as the data was collected amongst women during the COVID-19 pandemic.

The study's sample profile is uneven in terms of age, domiciled province, and sector of employment, requiring a cautious interpretation of the study's findings. To ensure an even sample profile, future studies may consider using additional sampling methods, such as quota sampling, in addition to snowball sampling.

No previous studies used measurement instruments to investigate *leadership of WiT, motivation of WiT, and empowerment of WiT* as well as *barriers to career advancement of WiT* in the manner of the current study. As a result, the *leadership of WiT, motivation of WiT, and empowerment of WiT* as well as the *barriers to career advancement of WiT* questionnaire's reliability could not be compared to the reliability of previous measurement instruments investigating similar constructs.

The next section contains suggestions for future studies.

7.7 SUGGESTIONS FOR FUTURE STUDIES

Based on the findings of this study, this section makes recommendations for future research.

This study, as stated in section 4.3, was quantitative in nature and investigated *leadership of WiT, motivation of WiT, and empowerment of WiT* quantitatively. The quantitative research method limited respondents' ability to express their opinions qualitatively. Future studies could consider using a mixed-method research design to allow respondents to provide quantitative scores as well as qualitative feedback.

As mentioned in Chapter 2, the literature review indicates that there is a need to investigate whether older women face more employment barriers than younger females. Future studies could focus on a comparison of the *barriers to career advancement of WiT* experienced between younger and older WiT.

The current study focuses on WiT in SA, and gender was used as a screening question to ensure only WiT respondents, as discussed in section 5.3.1.1. A future suggestion is that future studies select respondents who identify with pronouns such as "she" or "her," as this is indicative of gender studies.

This study used a cross-sectional survey to collect primary data from WiT in SA's nine provinces (see section 5.3.1.2.2). Future studies should employ a cross-sectional survey per province, allowing the results to be generalized to the population of a specific province in SA. This also allows for the possibility of comparing results across provinces.

7.8 FINAL CONCLUSION – ANSWERING THE MAIN RESEARCH QUESTION

The findings of this study support the proposed theoretical framework and research hypotheses outlined in Chapter 2. The theoretical framework was examined, and the three constructs were measured, using a cross-sectional survey. This procedure resulted in using univariate, bivariate, and multivariate analyses to examine the present study's hypotheses. A PCA, EFA with a Pearson correlation, and Spearman rho coefficient as a test for normality were used to analyse the three constructs *leadership of WiT, motivation of WiT, and empowerment of WiT* (see Table 5.1). The relationship between the constructs was analysed using Pearson Correlation and Spearman rho Coefficients. Testing whether the categorical constructs from the *barriers to career advancement for WiT* differ from the newly established latent variables, was conducted using a Mann-Whitney U Test and Wilcoxon W (see Table 5.1). The results of this aforementioned analysis confirm the achievement of this study's main research objective, which was to determine whether barriers to career advancement of *WiT, (family responsibilities, work environment, qualifications, flexible working hours, work from home)* have a significant effect on *Leadership of women in tourism, Motivation of women in tourism* and the *Empowerment of women in tourism*.

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Appendix 1 : Keys Terms

Key Term	Source	Definition
Women in Tourism (WiT)	Twining-Ward & Zhou (2017)	Women have actively become involved in tourism
	Deen et al., (2016)	Tourism sector employs twice as many women
	Basurto-Barcia & Ricaurte-Quijano, (2017)	Women are both consumers and producers of tourism services
For the purpose of this study, women in tourism (WiT) represents all women who are employed in all the sectors of the tourism sector in SA.		
Leadership of WiT	Ward (2019:1)	“... it is the art of motivating a group of people ...”
	Leonard (2017)	Describes leadership as a social influence
	Kouzes & Posner (2017)	Describes leadership as the art of inspiring people
	Raffo & Clark (2019)	Process of mobilising various economic, political, and other resources
Thus, for the purpose of this study, leadership of women in the SA tourism sector is the art of being confident, and motivated, having the ability to manage and direct resources (human and monetary), and inspiring and empowering individuals irrespective of gender.		
	Jenni, (2017)	Internal compulsion to want to achieve a particular objective.

Motivation of WiT	Glisovic et al.,(2019)	Is a psychological process
	Stefko et al., (2018)	Internal impulses, ambitions, attitudes are all examples of motivation
	Maslow (1943)	A person's desire to meet five essential needs
For the purpose of this study, motivation of women in the tourism sector refers to an internal desire to be persistent in the pursuit of attaining a certain goal and succeeding, with or without remuneration.		
Empowerment of WiT	Kabeer, (2016:653)	“... the expansion in the capacity ...”
	Datta (2018)	A process of instilling power in people
	Boley et al., (2017)	Refers to a person's, organisation's
	Singh, (2018)	Improving an individual's or a group's ability to make decisions
In the context of the present study, the empowerment of women in tourism is the allowance to feel and think freely, to make their own personal and financial decisions, and to have the freedom of access to participate in the economy.		
Barriers to career advancement for WiT	Carvalho et al., (2018)	External organisational culture and internal factors
	Datta, (2018:1)	“... invisible door ...”
	Laba & Geldenhuys, (2018)	Women are affected by barriers to their career advancement

	Patwardhan et al., (2016)	Barriers fall broadly into two categories
For the context of this study, a barrier or obstacle can represent an internal or external challenge, which is experienced by women in the advancement of their careers in tourism.		

Appendix 2 : Ethical Clearance Certificate



UNISA DEPARTMENT APPLIED MANAGEMENT RESEARCH ETHICS REVIEW COMMITTEE (DAM-RERC)

Date: 13 November 2020

Dear Ms Nasreen Tisaker

ERC Reference # :
2020_CEMS_DAM_016
Name: Ms Nasreen Tisaker
Student #: 30918383
Staff #:

**Decision: Ethics Approval from
November 2020 to November 2023**

Researcher(s): Ms Nasreen Tisaker
083 321 6257 / 0124296196/ 30918383@mylife.unisa.ac.za

Supervisor (s): Prof MP Swart
012 433 4678 / swartmp@unisa.ac.za

Working title of research:
**Investigating the barriers to career advancement of women in the Western Cape
tourism sector**

Qualification: MCom (Tourism Management)

Thank you for the application for research ethics clearance by the Unisa DAM Ethics Review Committee for the above-mentioned research. Ethics approval is granted for three years.

*The **medium risk application** was **reviewed** by the DAM Ethics Review Committee in November 2020 in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment. The decision was approved on the 13th of November 2020.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.



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2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the DAM Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data require additional ethics clearance.
8. No field work activities may continue after the expiry date (11/2023). Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

*Note: The reference number **2020_CEMS_DAM_016** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Yours sincerely,



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Prof RT Mpofo
Deputy Executive Dean
(on behalf of Prof Mogale)

Appendix 3 : Questionnaire design template

Dimension	Original statement	New statement	Likert scale	Author / Reference																																																																																												
Women Characteristics/Market Segmentation Variables																																																																																																
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		What is your marital status	Single Married Widowed Divorced Separated Living with partner	Welsh, Kaciak, & Shamah, 2018																																																																																												

			Explicitly refused to answer	
		What is the highest degree or level of school you have completed?	Primary school Secondary school Certificate Diploma Undergraduate Degree Postgraduate Degree	Welsh, Kaciak, & Shamah, 2018
		Which best describes your years of work experience	Less than 1 year Between 1 and 3 years Between 3 and 5 years More than 5 years	Welsh, Kaciak, & Shamah, 2018
		Which best describes your nett personal income per month?	R0 – R5 000 R5 001 – R10 000 R10 001 – R20 000 R20 001 – R 30 000 R30 001 – R40 000 R40 001 – R50 000 Above R50 000	Welsh, Kaciak, & Shamah, 2018
Leadership				
Power	Women are not perceived as being as competent as men in matters of power.	In your opinion, are women in tourism perceived to be	7-point Likert-scale: 1 = not competent at all; 4 – neutral; 7 =	Remington & Kitterlin-Lynch, 2018

<p>In the Tourism sector, power is the ability to influence the decision making within the organisational setup, regardless of one's gender, sexual orientation, background and culture (Tisaker, 2019).</p>		as competent as men in matters related to 'power'	More competent	
	Women need to actively negotiate for leadership positions	In the tourism workplace are women required to negotiate for leadership positions?	7-point Likert-scale: 1 = No negotiation required; 4 = neutral; More negotiation required	Remington & Kitterlin-Lynch, 2018
	My aspirations for advancing in management are high	In general, is it the aspirations of women in tourism to advance to management level?	7-point Likert-scale: 1 = No aspirations at all; 4 = neutral; 7 = High aspirations	Fritz & Knippenberg, 2017
	Attaining leadership status in my career is not that important to me	How important is it for a woman in tourism to attain leadership status in her career?	7-point Likert-scale: 1 = Not important at all; 4 = neutral; 7 = Very important	Fritz & Knippenberg, 2017
	I would like to be in a position of greater responsibility and influence in my department/organisation	How important is it for a woman in tourism to be in a position of greater responsibility ?	7-point Likert-scale: 1 = Not important at all; 4 = neutral; 7 = Very important	Fritz & Knippenberg, 2017
Mentorship	A lack of female role models exists in the corporate hospitality environment	Are there a lack of female role models in the tourism and hospitality environment?	7-point Likert-scale: 1 = Not at all; 4 = neutral; 7 = Definitely	Remington & Kitterlin-Lynch, 2018
<p>In the tourism sector, mentorship serves as a vehicle for the sharing of knowledge and best practices in a work environment and assists with an individual's</p>	Mentors have an impact on career advancement from day one.	In your opinion, do mentors have an impact on career development for women in tourism?	7-point Likert-scale: 1 = no impact; 4 – neutral; 7 = high impact	Remington & Kitterlin-Lynch, 2018
	Mentoring programs help women to address issues of inequality	Do you agree that mentoring programs in	7-point Likert-scale: 1 = Do not agree at all; 4 = neutral; 7 =	Patwardhan, Mayya, & Joshi, 2016

<p>integration into a new position or work environment regardless of one's gender, sexual orientation, background and culture (Tisaker, 2019).</p>		<p>tourism can assist in addressing issues of inequality in the workplace</p>	<p>Definitely agree</p>	
	<p>Experienced colleagues help young colleagues by giving examples.</p>	<p>In your opinion, is assistance/advice available from more experienced women in tourism.</p>	<p>7-point Likert-scale: 1 = no assistance available at all; 4 = neutral; 7 = Assistance is available</p>	<p>Tsai, Horng, Liu, & Hu, 2015; Remington & Kitterlin-Lynch, 2018</p>
	<p>I have other women to contact to get advice</p>	<p>How important is it to receive advice from other women in tourism?</p>	<p>7-point Likert-scale: 1 = Not important at all; 4 = neutral; 7 = Very important</p>	<p>DeFrank-Cole, Latimer, Neidermeyer & Wheatly, 2016</p>
<p>Development programmes</p> <p>A development programme for women in the tourism sector provides an opportunity for a to grow her professional career through structured training, mentoring and networking to realise his/her full potential. (Tisaker, 2019)</p>	<p>My department provides learning/training opportunities to meet the changing needs of the workplace</p>	<p>Rate the importance of tourism businesses providing training opportunities for women to occupy leadership positions.</p>	<p>7-point Likert scale: 1 = not important at all; 4 = neutral; 7 = Very important</p>	<p>Hanaysha, 2016</p>
	<p>In what way has your use of leadership changed since completing the training? (Women's leadership Programme)</p>	<p>Do you agree that leadership development training in tourism can enhance your leadership skill?</p>	<p>7-point Likert-scale: 1 = Not agree at all; 4 = neutral; 7 = Definitely agree</p>	<p>Brue, & Brue, 2016</p>
	<p>How has your experience in the women leadership program enhanced your progression as a leader?</p>	<p>Does participation in a leadership development programme enhances the progression of leadership for women in tourism?</p>	<p>7-point Likert-scale: 1 = Not at all; 4 = neutral; 7 = Definitely</p>	<p>Brue & Brue,, 2016</p>
	<p>Do you feel women struggle in their</p>	<p>In your opinion, do women in tourism struggle with</p>	<p>7-point Likert-scale: 1 = Not at</p>	<p>Brue & Brue,, 2016</p>

	leadership development?	leadership development?	all; 4 = neutral; 7 = Definitely	
Barrier to career advancement				
<p>Family responsibilities</p> <p>Family responsibility is the financial and care responsibility an individual has towards his/her immediate family, it can also include extended family members (Tisaker, 2019).</p>	Women with children are perceived as liability	In your opinion are women seen as a liability in the tourism workplace if they attend to family responsibilities.	Not at all Definitely	Patwardhan, Mayya & Joshi, 2016
<p>Work environment</p> <p>From a tourism perspective, work environment refers to organisational culture in which employees relate to each other and their world view on the allocated duties (Tisaker, 2019)</p>	How do HR processes such as recruitment, selection and EEO policies, encourage or discourage older workers?	In your opinion, do HR policies support the recruitment and selection of older women	Not at all Definitely	Poulston, & Jenkins, 2016
<p>Qualifications</p> <p>Qualifications is the certification of competency of an individual within a</p>	My education provided the necessary knowledge about entrepreneurship	Do you believe your educational background provided the necessary knowledge to become a woman in tourism	Not at all Definitely	Atef & Balushi, 2015

<p>specific field of study. With reference to this study, tourism qualifications such as tourism management, events management, cabin crew training, hospitality management and other courses shapes individuals' competencies and abilities in executing their tasks in the tourism industry (Tisaker, 2019)</p>		<p>entrepreneur?</p>		
<p>Flexible working hours</p> <p>Flexible working hours refers to an arrangement between an employer and women working in the tourism sector which allows women the freedom to choose their working hours.</p>	<p>I can decide when I take breaks</p>	<p>How important is flexible it that you to be able to determine your working hours for you?</p>	<p>Not important at all Very important</p>	<p>Xu, Van Hoof & Nyheim, 2018</p>
		<p>How important is it for you to be able to work from home?</p>	<p>Not important at all Very important</p>	
Motivation				
<p>Productivity</p>	<p>I am confident in my ability to handle competing demands at work.</p>	<p>In general, are women in tourism able to manage competing demands at</p>	<p>7-point Likert-scale: 1 = cannot manage at all; 4 = neutral; 7 = Highly manageable</p>	<p>Laba & Geldenhuys 2018</p>

Productivity of a women working in the tourism sector is associated with completing a given task efficiently and effectively within a specified time while adhering to cost implications (Tisaker, 2019)		work?		
	I enjoy improving existing processes or products	How important is it for women in tourism to assist in the improvement of existing business processes?	7-point Likert-scale: 1 = Not important at all; 4 = neutral; 7 = Very important	Tsai, Horng, Liu & Hu, 2015
	Employee empowerment has positive effect on employee productivity	Do you agree, the empowerment of women employees leads to high productivity in the tourism business.	7-point Likert-scale: 1 = Not agree at all; 4 = neutral; 7 = Agree	Hanaysha, 2016
	Teamwork has positive effect on employee productivity	As a woman in tourism, does working in a team enhance productivity in the workplace?	7-point Likert scale. 1 = Does not enhance my productivity at all; 4 = Neutral, 7 = Definitely enhances productivity.	Hanaysha, 2016
	Have you found that you could not cope with all the things that you had to do?	In general, do women in tourism struggle to cope with many tasks at hand?	7-point Likert-scale: 1 = Do not cope at all; 4 = neutral; 7 = Able to cope	Dich, Lund, Hansen, & Rod, 2019
Engagement	In the company I work for, people take personal interest in each other	How important is it for women in tourism to take personal interest in each other's performance?	7-point Likert-scale: 1 = Not important at all; 4 = neutral; 7 = Very important	Fritz & Knippenberg, 2017
Engagement of women working in the tourism sector refers, to an individual who enthusiastically and readily applies themselves to any personal and work-related	At my work I am bursting with energy	Do women in tourism feel energised at their place of work?	7-point Likert-scale: 1 = Not energised at all; 4 = neutral; 7 = Energised	Shaufeli & Bakker, 2003
	I am immersed in my work.	Overall, do women feel fully immersed in their tourism related work?	7-point Likert-scale: 1 = Not immersed at all; 4 = neutral; 7 = Definitely immersed	Shaufeli & Bakker, 2003

tasks (Tisaker, 2019).	It is difficult to detach myself from my job	In general, is it tough for women to detach themselves from their tourism related work?	7-point Likert-scale: 1 = not tough at all; 4 – neutral; 7 = Very tough	Shaufeli & Bakker, 2003
	To me my job is challenging	Is it important for women in tourism to have a challenging job?	7-point Likert-scale: 1 = Not important at all; 4 = neutral; 7 = Very important	Shaufeli & Bakker, 2003
Intrinsic Motivation	I am enthusiastic about my job	Overall, are women in tourism enthusiastic about their job?	7-point Likert-scale: 1 = not enthusiastic at all; 4 – neutral; 7 = enthusiastic	Reijseger et al., 2017
	In general, I am focused on achieving positive outcomes in my life	How important is it for women in tourism to achieve positive outcomes in their tourism work life?	7-point Likert-scale: 1 = Not important at all; 4 = neutral; 7 = Very important	Tsai et al., 2015
	Overall, I am more orientated toward achieving success than preventing failure.	In general, are women in tourism focused on achieving success in their tourism career?	7-point Likert-scale: 1 = not focused on success at all; 4 = neutral; 7 = focused on achieving success	Tsai et al., 2015
Extrinsic motivation	Wage assessment is the most important factor leading to job satisfaction	Do you agree that remuneration is an important factor in job satisfaction for women in tourism?	7-point Likert-scale: 1 = Do not agree at all; 4 = neutral; 7 = Definitely agree	Štefko, Bacik, Fedorko, Gavurová, Horváth, & Propper, 2018
	Because I want to be promoted	Do you agree that promotion serves as a career motivator for women in tourism?	7-point Likert-scale: 1 = Not agree at all; 4 = neutral; 7 = Definitely agree	Bosch, Las Heras, Russo, Rofcanin. & Grau i Grau., 2018
External motivation refers to tasks which are undertaken by women working in the tourism				

sector, in order to avoid punishment or to only receive a reward such as remuneration or acknowledgement (Tisaker, 2019)	Because other people recognise my good work	Do you agree that recognition in the workplace leads to greater work motivation for women in tourism?	7-point Likert-scale: 1 = Do not agree at all; 4 = neutral; 7 = Definitely agree	Bosch, M. J., Las Heras, M., Russo, M., Rofcanin, Y. & Grau i Grau. M. 2018
Empowerment				
Entrepreneurial skills Entrepreneurial skill of women in the tourism sector is associated with the self-empowerment of individual to seize economic opportunities for the betterment of his/her life and that of communities.	Possess innovation skill/creativity after joining tourism projects	In general, do you agree that women have the creativity to be a tourism entrepreneur?	7-point Likert-scale: 1 = Do not agree at all; 4 = neutral; 7 = Definitely agree	Naresh & Naresh, 2017
	Can face business risks	In your opinion, do women have the ability to manage tourism business risks?	7-point Likert-scale: 1 = no ability to manage risks at all; 4 = neutral; 7 = ability to manage risk	Naresh & Naresh, 2017)
	I can effectively manage the finance	How important is it for women to effectively manage finances in the tourism business?	7-point Likert-scale: 1 = Not important at all; 4 = neutral; 7 = Very important	Naresh & Naresh, 2017)
	I can effectively manage the changing situation	Do you agree, that women have the skill to manage changing situations in the tourism work environment?	7-point Likert-scale: 1 = Not agree at all; 4 = neutral; 7 = Definitely agree	Naresh & Naresh, 2017
Competence Competence of women in	People I know tell me I am competent at what I do	How important is it to recognize the competence of women in the tourism business?	7-point Likert-scale: 1 = Not important at all; 4 = neutral; 7 = Very important	Vaz, Pratley & Alkire, 2016

<p>tourism refers to her ability to execute the allocated tasks in a specific field (Tisaker, 2019)</p>	<p>I generally feel able to do my tasks/responsibilities very well</p>	<p>In your opinion, are women able to complete their tasks well in the tourism workplace? I am articulate when completing tasks or responsibilities</p>	<p>7-point Likert-scale: 1 = not able at all; 4 = neutral; 7 = Definitely able</p>	<p>Vaz, Pratley & Alkire, 2016</p>
	<p>I will promote and champion ideas to others.</p>	<p>How important is it for women to champion the ideas of others in the tourism workplace?</p>	<p>7-point Likert-scale: 1 = Not important at all; 4 = neutral; 7 = Very important</p>	<p>Tsai et al., 2015</p>
	<p>I often have new and innovative ideas.</p>	<p>Do you agree that women in tourism often have innovative ideas?</p>	<p>7-point Likert-scale: 1 = Not agree at all; 4 = neutral; 7 = Definitely agree</p>	<p>Tsai et al., 2015</p>
	<p>I will come up with creative solutions to problems</p>	<p>How important is for women to propose creative solutions to problems in the tourism workplace?</p>	<p>7-point Likert-scale: 1 = Not important at all; 4 = neutral; 7 = Very important</p>	<p>Tsai et al., 2015</p>
<p>Autonomy</p> <p>Autonomy of women in tourism, refers to the freedom and flexibility to make career advancement choices without gender</p>	<p>I generally feel free to express my ideas and opinions</p>	<p>Do you agree, women have the freedom to express opinions in the tourism workplace?</p>	<p>7-point Likert-scale: 1 = Not agree at all; 4 = neutral; 7 = Definitely agree</p>	<p>Vaz, Pratley & Alkire, 2016</p>
	<p>I believe that I can take property-related decisions</p>	<p>Do you agree, women have ability to make decisions related to tourism property?</p>	<p>7-point Likert-scale: 1 = Not agree at all; 4 = neutral; 7 = Definitely agree</p>	<p>Chatterjee, Dutta, Gupta & Upadhyay, 2018</p>

related barriers (Tisaker, 2019)	I have the authority to make the necessary decisions to perform my job well	In the tourism workplace, how important is it for women have the authority to make job related decisions?	7-point Likert-scale: 1 = not important at all; 4 = neutral; 7 = very important	Hanaysha, 2016
	My manager trusts me to make the appropriate decisions in my job.	Do you agree, the management of tourism businesses have trust in women to make the appropriate decisions in their jobs.	7-point Likert-scale: 1 = Not agree at all; 4 = neutral; 7 = Definitely agree	Hanaysha, 2016
	I have considerable opportunity for interdependence and freedom in how I do my job	How important is it for women in tourism to have the interdependence to do their jobs?	7-point Likert-scale: 1 = Not important at all; 4 = neutral; 7 = Very important	Hanaysha, 2016

Appendix 4 : Detailed feedback from the pilot study

FEEDBACK ON PILOT RESEARCH

29 March 2020

RESPONDENT	FEEDBACK	Proposed change
Respondent 1	<p>The only section that was a bit tricky was section C, The questions ask about opinion but give only two options and it feels like being forced to go one way or the other after being asked to give an opinion.</p> <p>D5, I think the scale is wrong.</p> <p>D6, The wording is a bit confusing, maybe try "...to take personal interest in the performance of other women in the industry"</p> <p>E11, asks about property but not clear what property, is it the business premises?</p> <p>E14, Is it meant to be interdependence or independence?</p> <p>F1 – More training in specific areas of tourism and also specific leadership training in different sectors</p>	<p>Section C is limited to 2 responses per question. This section to remain unchanged.</p> <p>D5 – Scales amended to Agree/Not Agree</p> <p>D6 – Amended the sentence</p> <p>E11- No change made. Property refers to all property in general.</p> <p>E14 – amended to independence</p>
Respondent 2	<p>F1 – Frequent workshops and attendance to seminars to ensure that skills are continuously updated, is an important strategy which should be adopted by all tourism businesses</p>	<p>Comments were noted and amended where relevant</p>
Respondent 3	<p>E14 – should it be independence. A bit confused.</p>	<p>Amended as above</p>
Respondent 4	<p>E9 – sentence needs to be corrected.</p>	<p>Sentence corrected. Highlighted in yellow.</p>
Respondent 5	<p>Overall read through and correct sentences with missing words.</p> <p>F1 – Mentorship is extremely important. Be open to learning and receiving criticism. This allows for growth.</p>	<p>Comments were noted and amended where relevant</p>

RESPONDENT	FEEDBACK	Proposed change
Respondent 6	<p>A1 – Other(responded with Government employee)</p> <p>C1 – This is a general phenomena, once women reach 50, job opportunities become more scarce.</p> <p>F1 – We need a well established Women in Tourism Forum that can ensure that the voices and opinions of Women in Tourism are heard.</p>	No correction made to A1 and C1
Respondent 7	No comments on the questionnaire	N/A
Respondent 8	F1 – Too few opportunities for women in tourism. Therefore the progression in hierarchy ladder in the industry is minimal and not progressive enough. Women in leadership in the industry also remains a great concern. Too few development opportunities.	Comments were noted and amended where relevant
Respondent 9	No Comments	
Respondent 10	Minor grammatical errors. This questionnaire has been compiled with precision. Very neat.	Comments were noted and amended where relevant

Source: Contributing author.

Appendix 5 : Final Questionnaire



Women in Tourism: QUESTIONNAIRE

Instructions for completion:

This questionnaire contains several questions about barriers to career advancement for women in tourism. You are requested to cross (X) the number that most accurately reflects your response.

Example:

1.	Does participation in a leadership development programme enhance the progression of leadership for women in tourism?	Not at all	1—2—3—4—5—6—7	Definitely
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If you feel that **participation in a leadership development programme enhances the progression of leadership**, cross (X) 7. On the other hand, if you feel that **leadership development programmes do not enhance leadership progression**, cross (X) 1. If you are neutral in your opinion (neither negative nor positive) regarding **leadership development programmes enhancing leadership progression**, cross (X) 4.

The scale ranges from 1-7: 1 (Not at all), 2, 3, 4 (Neutral), 5, 6, 7 (Definitely).

Please read each statement carefully and choose the option that best describes your perception and experience as a Woman in Tourism.

The questionnaire consists of the following sections:

SECTION A: WOMEN'S CHARACTERISTICS
SECTION B: LEADERSHIP
SECTION E: EMPOWERMENT

SECTION C: BARRIER TO CAREER ADVANCEMENT
SECTION D: MOTIVATION
SECTION F: SUGGESTIONS

SECTION A: Female Characteristics

(Mark with an X or fill in your answer)

A1 What is your gender

Women	
Male	
Non-Binary	
Prefer not to describe	

A2. How old are you?

[All respondents must be between the ages of 18 - 65]

Under 18	
18 - 21	
22 - 37	
38 - 53	
54 - 65	

A3 Which Province are you based in?

1. Gauteng	
2. Western Cape	
3. Kwa Zulu Natal	
4. Limpopo	
5. Mpumalanga	
6. North-West	
7. Eastern Cape	
8. Free State	
9. Northern Cape	

A4. Which best describes the position you hold within the tourism business?

1. Seasonal Worker	
2. Entry Level Employee	
3. Middle Management	
4. Upper Management	
5. Executive Level/Business Owner	

A5. Are you currently employed in a management position in one of the following sectors?

1. Destination Management Organisation (DMO)	
2 Hospitality	
3 Business Tourism	
4 Travel Agency	

5. Tour Operator	
6. Other	

A6. Indicate your highest qualification

1. No Senior certificate	
2. Senior certificate (Matric)	
3. Undergraduate qualification for example Higher Certificate, Diploma or 1st Degree)	
4. Post Graduate qualification (example BTech, Post Graduate Diploma, Honours, Master, Ph.D.)	

A7. Which option best describes your years of work experience?

1. Less than 1 year	
2. Between 1 and 3 years	
3. Between 4 and 5 years	
4. More than 5 years	

Please continue to Section B

SECTION B: Leadership

The following questions are aimed at gaining insight about leadership for women in tourism.

Power

In the tourism sector, power is the ability to influence decision making within the organisational business setup, regardless of one's gender, sexual orientation, background and culture (Tisaker, 2019).

B1	In your opinion, are women in tourism perceived to be as competent as men in matters related to "power".									
	Not competent at all	1	2	3	4	5	6	7	More competent	
B2	In the tourism workplace, are women required to negotiate for leadership positions?									
	No Negotiation	1	2	3	4	5	6	7	More negotiation required	
B3	In general, is it the aspiration of women in tourism to advance to management level?									
	No aspirations at all	1	2	3	4	5	6	7	High Aspiration	
B4	How important is it for a woman in tourism to attain leadership status in her career?									

	Not important at all	1	2	3	4	5	6	7	Very important
B5	How important is it for a woman in tourism to be in a position of greater responsibility?								
	Not important at all	1	2	3	4	5	6	7	Very important

Mentorship

In the tourism sector, mentorship serves as a vehicle for the sharing of knowledge and best practices in a work environment and assists with an individual's integration into a new position or work environment regardless of gender, sexual orientation, background and culture (Tisaker, 2019).

B6	Are there a lack of female role models in the tourism and hospitality environment?								
	Not at all	1	2	3	4	5	6	7	Definitely
B7	In your opinion, do mentors have an impact on career development for women in tourism?								
	No Impact	1	2	3	4	5	6	7	High Impact
B8	Do you agree that mentoring programs in tourism can assist in addressing issues of inequality in the workplace?								
	Do not agree	1	2	3	4	5	6	7	Definitely agree
B9	In your opinion, is assistance available from more experienced women in tourism?								
	No assistance	1	2	3	4	5	6	7	Assistance is available
B10	How important is it to receive advice from other women in tourism?								
	Not important at all	1	2	3	4	5	6	7	Very important

Development programmes

A development programme for women in the tourism sector provides an opportunity for a woman to grow her professional career through structured training, mentoring and networking, to realise his/her full potential. (Tisaker, 2019)

B11	Rate the importance of tourism businesses providing training opportunities for women to occupy leadership positions.								
	Not important al all	1	2	3	4	5	6	7	Very important
B12	Do you agree that leadership development training in tourism can enhance your leadership skills?								
	Do not agree	1	2	3	4	5	6	7	Definitely agree
B13	Does participation in a leadership development programme enhances the progression of leadership for women in tourism?								
	Not at all	1	2	3	4	5	6	7	Definitely
B14	In your opinion, do women in tourism struggle with leadership development?								

	Not all	1	2	3	4	5	6	7	Definitely
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SECTION C: Barriers to career advancement

The following questions are aimed at determining your opinion of barriers to career advancement for women in the tourism sector.

C1. In your opinion, are women seen as a liability in the tourism workplace if they attend to family responsibilities?

1.	Not at all	
2.	Definitely	

C2. In your opinion, do human resources (HR) policies support the recruitment and selection of older women?

1.	Not at all	
2.	Definitely	

C3. Do you believe your educational background provided the necessary knowledge to become a woman in tourism?

1.	Not at all	
2.	Definitely	

C4. How important is (the concept of) flexible working hours to you?

1.	Not important at all	
2.	Very important	

C5. How important is the ability to work from home to you?

1.	Not important at all	
2.	Very important	

SECTION D: Motivation

The following questions aim to measure your motivation as a woman in the tourism sector.

Productivity

Productivity of a women working in the tourism sector is associated with completing a given task efficiently and effectively within a specified time, while adhering to cost implications (Tisaker, 2019).

D1	In general, are women in tourism able to manage competing demands at work?								
	Cannot manage at all	1	2	3	4	5	6	7	Highly manageable
D2	How important is it for women in tourism to assist in the improvement of existing business processes?								

	Not important at all	1	2	3	4	5	6	7	Very important
D3	Do you agree that the empowerment of women employees leads to high productivity in the tourism business?								
	Do not agree	1	2	3	4	5	6	7	Agree
D4	In general, do women in tourism struggle to cope with multi-tasking?								
	Do not Agree	1	2	3	4	5	6	7	Agree
D5	As a woman in tourism, do you consider that working in a team enhances productivity in the workplace?								
	Does not enhance productivity at all	1	2	3	4	5	6	7	Definitely enhances productivity

Engagement

Engagement of women working in the tourism sector refers, to an individual who enthusiastically and readily applies themselves to any personal and work-related tasks (Tisaker, 2019).

D6	How important is it for women in tourism to take a personal interest in each other's performance?								
	Not important at all	1	2	3	4	5	6	7	Very important
D7	Is it important for women in tourism to have a challenging job?								
	Not important at all	1	2	3	4	5	6	7	Very important
D8	Do women in tourism feel energised at their place of work?								
	No energised at all	1	2	3	4	5	6	7	Energised
D9	Overall, do women feel fully immersed in their tourism related work?								
	Not immersed at all	1	2	3	4	5	6	7	Definitely immersed
D10	In general, is it tough for women to detach themselves from their tourism related work?								
	Not tough at all	1	2	3	4	5	6	7	Very tough

Intrinsic Motivation

Intrinsic motivation refers to a woman who works within the tourism sector and who is inherently driven to achieve a particular task goal or objective for their own self-contentment (Tisaker, 2019).

D11	Overall, are women in tourism enthusiastic about their job?								
	Not enthusiastic at all	1	2	3	4	5	6	7	Enthusiastic
D12	How important is it for women in tourism to achieve positive outcomes in their tourism work life?								
	Not important at all	1	2	3	4	5	6	7	Very important
D13	In general, are women in tourism focused on achieving success in their tourism career?								
	Not focused on success at all	1	2	3	4	5	6	7	Focused on achieving success

Extrinsic Motivation

External motivation refers to tasks which are undertaken by women working in the tourism sector, in order to avoid punishment or to only receive a reward such as remuneration or acknowledgement (Tisaker, 2019).

D14	Do you agree that remuneration is an important factor in job satisfaction for women in tourism?								
	Do not agree at all	1	2	3	4	5	6	7	Definitely agree
D15	Do you agree that promotion serves as a career motivator for women in tourism?								
	Do not agree at all	1	2	3	4	5	6	7	Definitely agree
D16	Do you agree that recognition in the workplace leads to greater work motivation for women in tourism?								
	Do not agree at all	1	2	3	4	5	6	7	Definitely Agree

SECTION E: Empowerment

The following questions aim to measure the level of empowerment of women in the tourism sector

Entrepreneurial Skill

Entrepreneurial skills of women in the tourism sector is associated with the self-empowerment of individuals to seize economic opportunities for the betterment of her life and that of communities (Tisaker, 2019).

E1	In general, do you agree that women have the creativity to be tourism entrepreneurs?								
	Do not agree at all	1	2	3	4	5	6	7	Definitely Agree
E2	Do you agree that women have the skills to manage changing situations in the tourism work environment?								
	Not agree at all	1	2	3	4	5	6	7	Definitely agree
E3	In your opinion, do women have the ability to manage tourism business risks?								
	No ability to manage risk at all	1	2	3	4	5	6	7	Ability to handle risk

Competence

Competence of a woman in tourism refers to her ability to execute the allocated tasks in a specific field (Tisaker, 2019)

E4	How important is it for women to effectively manage finances in the tourism business?								
	Not important at all	1	2	3	4	5	6	7	Very important
E5	How important is it to recognize the competence of women in the tourism business?								
	Not important at all	1	2	3	4	5	6	7	Very important
E6	How important is it for women to champion the ideas of others in the tourism workplace?								
	Not important at all	1	2	3	4	5	6	7	Very important
E7	How important is it for women to propose creative solutions to problems in the tourism workplace?								
	Not important at all	1	2	3	4	5	6	7	Very important
E8	In your opinion, are women able to complete their tasks well in the tourism workplace?								
	Not able at all	1	2	3	4	5	6	7	Definitely able
E9	Do you agree that women in tourism often have innovative ideas?								
	Not agree at all	1	2	3	4	5	6	7	

Thank you for completing the questionnaire.

Please note: The questionnaire was adopted to meet the requirements of an online survey.

Appendix 6: Scores for investigating Leadership of WIT.

Items	1	2	3	4	5	6	7	TOTAL
B1 In your opinion, are women in tourism perceived to be as competent as men in matters related to “power”	22 8.8%	26 10.4%	52 20.8%	48 19.2%	44 17.6%	26 10.4%	32 12.8%	250 100.0%
B2 In the tourism workplace, are women required to negotiate for leadership positions?	17 6.8%	12 4.8%	13 5.2%	43 17.2%	43 17.2%	29 11.6%	93 37.2%	250 100.0%
B3 In general, is it the aspiration of women in tourism to advance to management level?	1 0.4%	2 0.8%	6 2.4%	16 6.4%	22 8.8%	39 15.6%	164 65.6%	250 100.0%
B4 How important is it for a woman in tourism to attain leadership status in her career?	0 0.0%	0 0.0%	1 0.4%	15 6.0%	17 6.8%	39 15.7%	177 71.1%	250 100.0%
B5 How important is it for a woman in tourism to be in a position of greater responsibility?	0 0.0%	0 0.0%	0 0.0%	14 5.6%	19 7.6%	45 18.0%	172 68.8%	250 100.0%
B6 Are there a lack of female role models in the tourism and hospitality environment?	37 14.8%	12 4.8%	12 4.8%	42 16.8%	24 9.6%	28 11.2%	95 38.0%	250 100.0%
B7 In your opinion, do mentors have an impact on career development for women in tourism?	4 1.6%	1 0.4%	4 1.6%	28 11.2%	28 11.2%	31 12.4%	154 61.6%	250 100.0%
B8 Do you agree that mentoring	2	3	3	24	19	31	168	250

Items	1	2	3	4	5	6	7	TOTAL
programs in tourism can assist in addressing issues of inequality in the workplace?	0.8%	1.2%	1.2%	9.6%	7.6%	12.4%	67.2%	100.0%
B9 In your opinion, is assistance available from more experienced women in tourism?	15 6.0%	33 13.2%	39 15.6%	70 28.0%	35 14.0%	18 7.2%	40 16.0%	250 100.0%
B10 How important is it to receive advice from other women in tourism?	1 0.4%	1 0.4%	1 0.4%	17 6.8%	25 10.0%	35 14.0%	170 68.0%	250 100.0%
B11 Rate the importance of tourism businesses providing training opportunities for women to occupy leadership positions	1 0.4%	2 0.8%	6 2.4%	17 6.8%	7 2.8%	26 10.4%	191 76.4%	250 100.0%
B12 Do you agree that leadership development training in tourism can enhance your leadership skills?	0 0.0%	0 0.0%	0 0.0%	6 2.4%	11 4.4%	17 6.8%	215 86.3%	250 100.0%
B13 Does participation in a leadership development programme enhances the progression of leadership for women in tourism?	3 1.2%	0 0.0%	2 0.8%	23 9.2%	16 6.4%	29 11.6%	177 70.8%	250 100.0%
B14 In your opinion, do women in tourism struggle with leadership development?	39 15.6%	19 7.6%	20 8.0%	53 21.2%	53 21.2%	21 8.4%	45 18.0%	250 100.0%

Appendix 7: Scores for investigating Motivation of WIT.

Items	1	2	3	4	5	6	7	TOTAL
D1 In general, are women in tourism able to manage competing demands at work?	0 0.0%	1 0.4%	1 0.4%	24 9.6%	26 10.4%	46 18.4%	152 60.8%	250 100.0%
D2 How important is it for women in tourism to assist in the improvement of existing business processes?	0 0.0%	0 0.0%	1 0.4%	6 2.4%	15 6.0%	46 18.4%	182 72.8%	250 100.0%
D3 Do you agree that the empowerment of women employees leads to high productivity in the tourism business?	0 0.0%	0 0.0%	0 0.0%	9 3.6%	13 5.2%	33 13.2%	195 78.0%	250 100.0%
D4 In general, do women in tourism struggle to cope with multi-tasking?	159 63.6%	36 14.4%	14 5.6%	21 8.4%	4 1.6%	3 1.2%	13 5.2%	250 100.0%
D5 As a woman in tourism, do you consider that working in a team enhances productivity in the workplace?	1 0.4%	1 0.4%	4 1.6%	28 11.2%	24 9.6%	25 10.0%	167 66.8%	250 100.0%
D6 How important is it for women in tourism to take a personal interest in each other's performance?	2 0.8%	2 0.8%	3 1.2%	36 14.4%	36 14.4%	38 15.2%	133 53.2%	250 100.0%
D7 Is it important for women in tourism to have a challenging job?	4 1.6%	1 0.4%	7 2.8%	54 21.6%	39 15.6%	46 18.4%	99 39.6%	250 100.0%
D8 Do women in tourism feel energised at their place of work?	5 2.0%	7 2.8%	12 4.8%	75 30.0%	37 14.8%	31 12.4%	83 33.2%	250 100.0%
D9 Overall, do women feel fully	3	6	14	64	32	42	89	250

Items	1	2	3	4	5	6	7	TOTAL
immersed in their tourism related work?	1.2%	2.4%	5.6%	25.6%	12.8%	16.8%	35.6%	100.0%
D10 In general, is it tough for women to detach themselves from their tourism related work?	34 13.6%	8 3.2%	14 5.6%	64 25.6%	41 16.4%	42 16.8%	47 18.8%	250 100.0%
D11 Overall, are women in tourism enthusiastic about their job?	4 1.6%	1 0.4%	6 2.4%	28 11.2%	25 10.0%	39 15.6%	147 58.8%	250 100.0%
D12 How important is it for women in tourism to achieve positive outcomes in their tourism work life?	0 0.0%	0 0.0%	0 0.0%	7 2.8%	16 6.4%	27 10.8%	200 80.0%	250 100.0%
D13 In general, are women in tourism focused on achieving success in their tourism career?	0 0.0%	1 0.4%	1 0.4%	15 6.0%	21 8.4%	35 14.0%	177 70.8%	250 100.0%
D14 Do you agree that remuneration is an important factor in job satisfaction for women in tourism?	0 0.0%	0 0.0%	0 0.0%	16 6.4%	15 6.0%	26 10.4%	193 77.2%	250 100.0%
D15 Do you agree that promotion serves as a career motivator for women in tourism?	0 0.0%	0 0.0%	0 0.0%	5 2.0%	7 2.8%	30 12.0%	208 83.2%	250 100.0%
D16 Do you agree that recognition in the workplace leads to greater work motivation for women in tourism?	0 0.0%	0 0.0%	0 0.0%	5 2.0%	6 2.4%	24 9.6%	215 86.0%	250 100.0%

Appendix 8 : Scores for investigating Empowerment of WIT.

Items	1	2	3	4	5	6	7	TOTAL
E1 In general, do you agree that women have the creativity to be tourism entrepreneurs?	0 0.0%	2 0.8%	0 0.0%	10 4.0%	1 0.4%	20 8.0%	217 86.8%	250 100.0%
E2 Do you agree that women have the skills to manage changing situations in the tourism work environment?	0 0.0%	0 0.0%	2 0.8%	4 1.6%	10 4.0%	26 10.4%	208 83.2%	250 100.0%
E3 In your opinion, do women have the ability to manage tourism business risks?	0 0.0%	2 0.8%	1 0.4%	13 5.2%	17 6.8%	40 16.0%	177 70.8%	250 100.0%
E4 How important is it for women to effectively manage finances in the tourism business?	0 0.0%	0 0.0%	1 0.4%	12 4.8%	13 5.2%	22 8.8%	202 80.8%	250 100.0%
E5 How important is it to recognize the competence of women in the tourism business?	0 0.0%	1 0.4%	0 0.0%	6 2.4%	4 1.6%	16 6.4%	223 89.2%	250 100.0%
E6 How important is it for women to champion the ideas of others in the tourism workplace?	0 0.0%	1 0.4%	0 0.0%	10 4.0%	18 7.2%	31 12.4%	190 76.0%	250 100.0%
E7 How important is it for women to propose creative solutions to problems in the tourism workplace?	0 0.0%	0 0.0%	0 0.0%	7 2.8%	9 3.6%	30 12.0%	204 81.6%	250 100.0%
E8 In your opinion, are women able to complete their tasks well in the tourism workplace?	0 0.0%	0 0.0%	0 0.0%	11 4.4%	10 4.0%	30 12.0%	199 79.6%	250 100.0%

Items	1	2	3	4	5	6	7	TOTAL
E9 Do you agree that women in tourism often have innovative ideas?	1 0.4%	1 0.4%	1 0.4%	10 4.0%	15 6.0%	27 10.8%	195 78.0%	250 100.0%
E10 Do you agree that women have the freedom to express opinions in the tourism workplace?	14 5.6%	20 8.0%	27 10.8%	64 25.6%	26 10.4%	26 10.4%	73 29.2%	250 100.0%
E11 Do you agree that women have the ability to make decisions related to property?	7 2.8%	11 4.4%	16 6.4%	60 24.0%	39 15.6%	22 8.8%	95 38.0%	250 100.0%
E12 Do you agree that management in the tourism industry displays trust in women to make the appropriate decisions in their jobs?	25 10.0%	20 8.0%	26 10.4%	55 22.0%	30 12.0%	30 12.0%	64 25.6%	250 100.0%
E13 In the tourism workplace, how important is it for women to have the authority to make job related decisions?	0 0.0%	0 0.0%	3 1.2%	15 6.0%	11 4.4%	29 11.6%	192 76.8%	250 100.0%
E14 How important is it for women in tourism to have the independence to do their jobs?	0 0.0%	0 0.0%	0 0.0%	3 1.2%	9 3.6%	24 9.6%	214 85.6%	250 100.0%

Appendix 9 :Frequencies for Barriers to career advancement for women in tourism

<i>A1 What is your gender?</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Woman	249	99.6	100.0	100.0
Missing	Non-binary	1	.4		
Total		250	100.0		

<i>A2 How old are you?</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 - 21 years	3	1.2	1.2	1.2
	22 - 37 years	124	49.6	49.6	50.8
	38 - 53 years	98	39.2	39.2	90.0
	54 - 65 years	25	10.0	10.0	100.0
	Total	250	100.0	100.0	

<i>A3 Which Province are you based in?</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Eastern Cape	11	4.4	4.4	4.4
	Free State	1	.4	.4	4.8
	Gauteng	48	19.2	19.2	24.0
	Kwa-Zulu Natal	11	4.4	4.4	28.4
	Limpopo	13	5.2	5.2	33.6

	Mpumalanga	7	2.8	2.8	36.4
	North-West	8	3.2	3.2	39.6
	Northern Cape	6	2.4	2.4	42.0
	Western Cape	145	58.0	58.0	100.0
	Total	250	100.0	100.0	

<i>A4 Which best describes the position you hold within the tourism business?</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Entry level employee	52	20.8	20.8	20.8
	Middle management	95	38.0	38.0	58.8
	Upper management	37	14.8	14.8	73.6
	Executive Level/Business Owner	66	26.4	26.4	100.0
	Total	250	100.0	100.0	

<i>A5 Are you currently employed in a position in one of the following sectors?</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business Tourism / Business Events / MICE	21	8.4	8.4	8.4
	Destination Management Organisation (DMO)	28	11.2	11.2	19.7
	Hospitality	87	34.8	34.9	54.6
	Tour Operator	41	16.4	16.5	71.1
	Travel Agency	24	9.6	9.6	80.7
	Transportation	7	2.8	2.8	83.5

	Education	11	4.4	4.4	88.0
	Public sector/Industry association	8	3.2	3.2	91.2
	Consultancy	7	2.8	2.8	94.0
	Interns	2	.8	.8	94.8
	Retrenched due to COVID-19	7	2.8	2.8	97.6
	Visitor attraction/Tour guide	4	1.6	1.6	99.2
	Travel blogger	1	.4	.4	99.6
	Other	1	.4	.4	100.0
	Total	249	99.6	100.0	
Missing	System	1	.4		
Total		250	100.0		

<i>A6 Indicate your highest qualification.</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Senior certificate	4	1.6	1.6	1.6
	Senior certificate (Matric)	38	15.2	15.2	16.8
	Undergraduate qualification for example Higher Certificate, Diploma or 1st Degree)	121	48.4	48.4	65.2

	Post Graduate qualification (example BTech, Post Graduate Diploma, Honours, Master, Ph.D.)	87	34.8	34.8	100.0
	Total	250	100.0	100.0	

<i>A7 Which option best describes your years of work experience?</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	5	2.0	2.0	2.0
	Between 1 and 3 years	16	6.4	6.4	8.4
	Between 4 and 5 years	21	8.4	8.4	16.8
	More than 5 years	208	83.2	83.2	100.0
	Total	250	100.0	100.0	

Appendix 10: Descriptive Statistics for Leadership of WIT.

Items	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
B1 In your opinion, are women in tourism perceived to be as competent as men in matters related to “power”	250	1	7	4.09	1.779
B2 In the tourism workplace, are women required to negotiate for leadership positions?	250	1	7	5.17	1.868
B3 In general, is it the aspiration of women in tourism to advance to management level?	250	1	7	6.32	1.162
B4 How important is it for a woman in tourism to attain leadership status in her career?	250	3	7	6.51	.894
B5 How important is it for a woman in tourism to be in a position of greater responsibility?	250	4	7	6.50	.861
B6 Are there a lack of female role models in the tourism and hospitality environment?	250	1	7	4.87	2.190
B7 In your opinion, do mentors have an impact on career development for women in tourism?	250	1	7	6.14	1.331
B8 Do you agree that mentoring programs in tourism can assist in addressing issues of inequality in the workplace?	250	1	7	6.28	1.249
B9 In your opinion, is assistance available from more experienced women in tourism?	250	1	7	4.16	1.754
B10 How important is it to receive advice from other women in tourism?	250	1	7	6.40	1.049

Descriptive Statistics					
Items	N	Minimum	Maximum	Mean	Std. Deviation
B11 Rate the importance of tourism businesses providing training opportunities for women to occupy leadership positions	250	1	7	6.48	1.134
B12 Do you agree that leadership development training in tourism can enhance your leadership skills?	250	4	7	6.77	.641
B13 Does participation in a leadership development programme enhances the progression of leadership for women in tourism?	250	1	7	6.38	1.173
B14 In your opinion, do women in tourism struggle with leadership development?	250	1	7	4.22	1.981
Valid N (listwise)	250				

Appendix 11 : Descriptive Statistics for Motivation of WiT.

Items	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
D1 In general, are women in tourism able to manage competing demands at work?	250	2	7	6.28	1.058
D2 How important is it for women in tourism to assist in the improvement of existing business processes?	250	3	7	6.61	.743
D3 Do you agree that the empowerment of women employees leads to high productivity in the tourism business?	250	4	7	6.66	.740
D4 In general, do women in tourism struggle to cope with multi-tasking?	250	1	7	1.94	1.634
D5 As a woman in tourism, do you consider that working in a team enhances productivity in the workplace?	250	1	7	6.26	1.207
D6 How important is it for women in tourism to take a personal interest in each other's performance?	250	1	7	5.99	1.302
D7 Is it important for women in tourism to have a challenging job?	250	1	7	5.63	1.415
D8 Do women in tourism feel energised at their place of work?	250	1	7	5.23	1.573
D9 Overall, do women feel fully immersed in their tourism related work?	250	1	7	5.39	1.528
D10 In general, is it tough for women to detach themselves from their tourism related work?	250	1	7	4.54	1.914
D11 Overall, are women in tourism enthusiastic about their job?	250	1	7	6.10	1.347

Items	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
D12 How important is it for women in tourism to achieve positive outcomes in their tourism work life?	250	4	7	6.68	.718
D13 In general, are women in tourism focused on achieving success in their tourism career?	250	2	7	6.48	.953
D14 Do you agree that remuneration is an important factor in job satisfaction for women in tourism?	250	4	7	6.58	.866
D15 Do you agree that promotion serves as a career motivator for women in tourism?	250	4	7	6.76	.598
D16 Do you agree that recognition in the workplace leads to greater work motivation for women in tourism?	250	4	7	6.80	.576
Valid N (listwise)	250				

Appendix 12: Descriptive Statistics for Empowerment of WIT.

Items	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
E1 In general, do you agree that women have the creativity to be tourism entrepreneurs?	250	2	7	6.75	.773
E2 Do you agree that women have the skills to manage changing situations in the tourism work environment?	250	3	7	6.74	.684
E3 In your opinion, do women have the ability to manage tourism business risks?	250	2	7	6.49	.954
E4 How important is it for women to effectively manage finances in the tourism business?	250	3	7	6.65	.819
E5 How important is it to recognize the competence of women in the tourism business?	250	2	7	6.81	.641
E6 How important is it for women to champion the ideas of others in the tourism workplace?	250	2	7	6.59	.842
E7 How important is it for women to propose creative solutions to problems in the tourism workplace?	250	4	7	6.72	.665
E8 In your opinion, are women able to complete their tasks well in the tourism workplace?	250	4	7	6.67	.754
E9 Do you agree that women in tourism often have innovative ideas?	250	1	7	6.59	.924
<i>Descriptive Statistics</i>					
E10 Do you agree that women have the freedom to express opinions in the tourism workplace?	250	1	7	4.75	1.878
E11 Do you agree that women have the ability to make decisions related to property?	250	1	7	5.24	1.704

Items	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
E12 Do you agree that management in the tourism industry displays trust in women to make the appropriate decisions in their jobs?	250	1	7	4.56	1.981
E13 In the tourism workplace, how important is it for women to have the authority to make job related decisions?	250	3	7	6.57	.917
E14 How important is it for women in tourism to have the independence to do their jobs?	250	4	7	6.80	.555
Valid N (listwise)	250				

**INVESTIGATING BARRIERS TO CAREER ADVANCEMENT FOR WOMEN IN
THE WESTERN CAPE BUSINESS TOURISM INDUSTRY**

Abstract

The South African government has recognised the impact the tourism industry has on the economy. South Africa has a thriving business tourism sector and Western Cape hosts many prestigious expositions, conferences and congresses (Kazi, 2019). Business tourism has been found to be less seasonal than leisure tourism and has the ability to create employment throughout the year. Business tourists also tend to spend more money, as companies facilitate and sponsor the attendees' expenditure which would consist of mainly primary activities, but also secondary activities. The United Nations World Tourism Organisation (UNWTO, 2011) claims that women make up a large percentage of the formal tourism workforce, but are poorly represented at professional levels, earning between 10 -15% less than males. According to literature, in most industries women face a multitude of barriers such as gender stereotyping, work-life balance, wage disparity and sexism (Laba & Geldenhuys, 2018; Basurto-Barcia & Ricaurte-Quijano, 2017). Limited research has been done on the women in the Western Cape business tourism industry. The purpose of this conceptual paper is to investigate the barriers to the career advancement for women in the Western Cape business tourism industry. A review of literature on business tourism industry generated from published articles in the last 10 years was utilised for this investigation. Results from this investigation propose variables to investigate how the growing global discourse on equal opportunity and equal pay for women in the South African business tourism context can be addressed.

Keywords: Business Tourism; Women Career Barriers; Women Career Advancement; Equal Opportunity; Western Cape

Tisaker, N. & Swart, M.P. 2021. *Investigating barriers to career advancement for women in the Western Cape business tourism industry: Proceedings of the 5th International Conference on Events (ICE 2020)*, Cape Town, November.

Appendix 14 : Association of International Cultural and Digital Tourism Conference (AICuDIT) Conference Paper

DOES IT MATTER? THE INFLUENCE OF LEADERSHIP, MOTIVATION AND EMPOWERMENT ON THE CAREER PROGRESSION OF WOMEN IN TOURISM – A SOUTH AFRICA CASE

Abstract

Gender inequalities persist in all economic sectors around the world, and women do not have the same economic possibilities as men. According to the World Bank, the tourist sector provides significant opportunities for women's empowerment by allowing them to rise in leadership and entrepreneurship roles (Twining-Ward & Zhou, 2017). This research intends to investigate how leadership, motivation, and empowerment affect women's career progression in the South African tourism sector. The study was quantitative and descriptive, allowing researchers to evaluate the impact of leadership, motivation, and empowerment on women's career progression in the tourism sector in South Africa. Women working in destination marketing organisations (DMOs), hospitality, business tourism, travel agencies, and tour operators across the country provided primary data for this study. The findings of this study show that leadership of women in tourism did not meet the statistical criteria, and only motivation and empowerment of women in tourism are therefore discussed. This study is expected to address a gap in the body of knowledge on women in tourism in the South African tourism sector, as well as contribute to the rising global discourse on women's motivation and empowerment in tourism.

Tisaker, N. & Swart, M.P. (submitted). *Does it matter? the influence of leadership, motivation and empowerment on the career progression of women in tourism – a South Africa case: Proceedings of the 9th Association of International Cultural and Digital Tourism Conference (AICuDIT), Greece, 1 - 3 September. Greece.*

**THE INFLUENCE OF LEADERSHIP, MOTIVATION, AND
EMPOWERMENT ON THE CAREER PROGRESSION OF SOUTH
AFRICAN WOMEN IN TOURISM**

Abstract

Gender inequalities persist in all economic sectors around the world, and women do not have the same economic possibilities as men. According to the World Bank, the tourist sector provides significant opportunities for women's empowerment by allowing them to rise in leadership and entrepreneurship roles. (Twining-Ward & Zhou, 2017). This research intends to contribute to a better understanding of how leadership, motivation, and empowerment affect women's career progression in the South African tourism sector. The study was quantitative and descriptive in nature, allowing researchers to evaluate the impact of leadership, motivation, and empowerment on women's career progression in the tourism sector in South Africa. Women working in destination marketing organizations (DMOs), hospitality, business tourism, travel agencies, and tour operators across the country provided primary data for this study. The findings of this study show that leadership of women in tourism did not meet the criteria, and only motivation and leadership of women in tourism is therefore discussed. This study is expected to address a gap in the body of knowledge on women in tourism in the South African tourism sector, as well as contribute to the rising global discourse on women's motivation and empowerment in tourism.

Tisaker, N. & Swart, M.P. (submitted). The influence of leadership, motivation and empowerment on the career progression of South African women in tourism: *Proceedings of the 9th Biennial Conference of the International Tourism Studies Association (ITSA), Spain, 26 - 29 July. Spain.*

Appendix 16: Language Editor Certificate

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23 January 2023

To Whom it May concern

RE: EDITING OF DISSERTATION

Re: Barriers, leadership, empowerment, and motivation of women in tourism

Author: NASREEN TISAKER

For: Masters in Tourism

This serves to confirm that the above-named document has gone through the process of copy-editing, proof reading and coherence of language. No factual content or authorial intention have been disrupted during editing.

The editor is suitably qualified and experienced and holds a Masters Degree in Linguistics.

CA
Dr Carol Ashley

Academic Author/Developer/ Editor/ Linguist: On Editorial Board: Science Publishing Group

Appendix 17: Similarity Report

The screenshot displays the Turnitin Feedback Studio interface. The main document area shows the title "INVESTIGATING BARRIERS TO CAREER ADVANCEMENT FOR WOMEN IN THE SOUTH AFRICAN TOURISM SECTOR" by NASREEN TISAKER. The similarity score is 28%. The right-hand panel, titled "Match Overview", lists the following matches:

Rank	Source	Similarity
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2	Submitted to University... (Student Paper)	3%
3	Submitted to University... (Student Paper)	1%
4	www.tandfonline.com (Internet Source)	<1%

Additional information visible in the interface includes the page number (1 of 335), word count (82760), and the system tray showing the date and time (2023/01/26, 13:07).