



THE INFLUENCE OF POLICY-PROGRAMS AND WOMEN EMPOWERMENT IN GOVERNMENT INSTITUTIONS AND ORGANIZATIONS

HERESA Taylor, MENSAH Benjamin, IRENE Amu-Sekyi, YAW Adu Achiaw and PHILIP Baidoo*

thersmart@yahoo.com, bmkog@yahoo.com, konaduaboagyafia@yahoo.com,

aduachiaw@yahoo.com and mypennich@yahoo.com

Corresponding author: PHILIP Baidoo, E-mail: mypennich@yahoo.com, Tel: +233 0244162783,
Country: Ghana

Akenten Appiah-Menka University of Skills Training & Entrepreneurial Development,
Kumasi, Ghana.

Abstract

The study examined the effect of affective action policy/programs on women's empowerment amongst selected Government Institutions and Organizations in Ghana. The quantitative research method was used in the study. Through the stratified random sampling technique six (6) government institutions or organizations in Ghana were sampled and 90 respondents (managers, senior members, and junior members) were selected. A semi-structured questionnaire was used to obtain data from respondents whilst descriptive statistics, rank order analysis, correlation, and regression was employed to analyze the data. The study discovered a moderate or fair level of awareness of government institutional staff in relation to affirmative action policy/programs in Ghana. The study found a significant number of challenges influencing the implementation of such plans in government institutions in Ghana. These challenges discovered include the huge nature of the implementation budget, Gender barriers/issues, lack of resources for implementation, poor strategies for effective implementation, Lack of effective internal process, Inadequate internal process for monitoring and evaluation, Inadequate data on affirmative action practices, Lack of affirmative action plan or program, etc. Moreover, the study found a positive relationship between affirmation action policy/program and women empowerment. It was also discovered that

affirmative action policy/program exerts significant effects on women's empowerment. In conclusion, it was indicated that notwithstanding the positive effects of affirmative action policy on women's empowerment there are chunks of women in junior positions who have not benefited from such a course.

Key Words: *Affirmative Action; Affirmative Action Policy/Programs; Women Empowerment*

1. Introduction

The role of women in the development of a country cannot be overemphasized. Although, in Ghana and many countries in the world, female percentage is greater than that of males (eg in Ghana 51% females and 49% males), their presence is not highly seen in all aspects and spheres of work (Yasin, 2013; Ghana Statistics Service, 2019). Studies have reported under-representation of women in most area of life as compared to their male counterparts when given similar or equal opportunity (West & Curtis, 2006; Harris, 2009; Wolfinger, Mason, & Goulden, 2009; Kim, 2015). According to Cselenszky (2012), the underuse, underrepresented and underrated of women in the area of leadership, high positions in organization and top management decisions create an emotional sensitiveness for them. This generally makes them feel inferior and devalued across diverse area of life most in occupational areas and decision-making areas. For instance, in the United States of America, women who are managers prior to 2012 in large state-owned firms represented 0.5% of the jobs that receive higher payment (Oakley, 2013). This example in the United States is not different from Ghana as out of 275 seats of parliamentary members, only 36 are women representing 13.09% (Parliament of Ghana, 2019). In addition, White House Project Report (2019), indicated that regardless of the higher percentage of women leaders in the world work force, women share of top positions remained low. Women only held 13.5% of higher executive office positions at Fortune 500 companies (Catalyst, 2009) and only 6.3% of top salary positions are for women. This trend has expanded in recent time a little to 0.8% in 2019, however, is still low and persistent across African countries which are high (Madsen, 2019). Moreover, in the context of work, Rakhmat et al (2017), indicated that discrimination on the basis of gender is a real manifested as well as issue amongst many countries across the globe. This according to the author has promoted and propelled gender mainstreaming leading to global commitment on the basis of respect for human right of women in the act of creating equal opportunity for them. Further, studies have indicated that women marginalization has increased and rooted across both public and private institutions where the dominance of men in leadership position continue to persist (Gerdes, 2006; Nwabunkeonye, 2014). This clearly shows that women population across the globe and in Ghana is not reflective of employment intakes statistics.

Further, Osabutey (2012), claimed despite little progress in women status, with some having excellent professional carrier, measures and quota schemes has the capacity of aiding in quickening the pace of women as well as rise in women participation coupled with women empowerment improvement. It is therefore undeniably that adhering to quota schemes and following affirmative action policy and programs by developed countries, Ghana and other African countries will see improvement in the number of women in management positions. This generally

would alter the status of women in society. In view of this, Osabutey (2012), argued that such schemes and implementation of affirmative action policies and programs would ensure rise in the number of women politicians and governance in Ghana. Additionally, in order to improve women status and liberate women in Africa and especially Ghana from such discrimination, UN (2010), indicated the creation of deliberate and consistent policy including affirmative action policy or programs for countries. Tsikata (2009), defined affirmative action as a “set of guidelines adopted or employed by governments and public and private institutions such as political parties, educational establishments, corporations and companies to address a history of systemic discrimination and exclusion of particular social groups or to encourage the efforts of particular social groups in the interests of certain development goals” (p.10). Its relevance providing opportunities for women to be highly represented in all aspects of life’s cannot be downplayed. Its direct impact is observed in providing specific provisions demanding that certain quantitative or qualitative targets are reached by institutions or agencies in their employment or appointment criteria. Its indirect impact is projected in its expectation to improve women development indicators leading to inequity reduction and growth of women (Tinker, 2014; Mensah-Kutin, 2017).

Despite this, one of the vital issues confronting directors and managers of government and private institutions as well as agencies is the empowerment of people especially women (Robins, 2011). People empowerment is regarded as one of the important instruments for improving and developing human resource abilities and capabilities regarding the job of an institution. It helps in propelling employee creativity, commitment and independence at the workplace. However, studies have reported that women empowerment is high lacking in most government institutions in Africa and other parts of the world (Kilton, 2013; Mathur-Helm, 2012; Nwabunkeonye, 2014). In addition, literature has shown that most studies within the area of affirmative action have concentrated highly on enactment, management, professional, technical, infertility, welfare and support systems (Crosby, Iyer, & Sincharoen 2006; Kennedy-Dubourdieu 2006; Kurtulus 2012, & Sapovadia et al 2015), leaving vital areas on the linkage of affirmative action policy programs and women empowerment most especially in Ghana. Moreover, a study by Fitsum (2017), indicated that affirmative action policy programs have the propensity of encouraging women participation across sectors e.g. political, social and economic as well as will aid in building women’s capacity for greater positions in organizations. However, the author claimed that the critical challenges with regards to affirmative action policy is lack of awareness regarding the concept, implementation issues, understanding challenges, employment challenges and lack of enforcement etc.

Further, Sapovadia et al (2015), reported that inasmuch as several studies have been conducted in the advanced countries e.g., the Europe, USA and Asia with respect to affirmative action; same cannot be said of Sub-Saharan Africa with which Ghana is no exception. In the workplace in Ghana, Kurtus (2012) claimed that most women are in minority positions leading to them having minimal interest in their occupations. In spite of the arguments, not much is encountered in literature regarding affirmative action on women empowerment at especially using public sector institutions

(Daily et al, 2012). In addition, mixed discoveries have been reported in relation to knowledge level of people in relation to affirmative action policy and programs. Such discoveries also emerged from qualitative analysis. Furthermore, Ghana has observed some progress since its democracy in 1992, women still continue to remain marginalized and are below the UN 30% representative target within governments. In light of the indicated challenges coupled with huge gap in literature the study seeks to quantitatively examine the effect of affirmative action policy programs on women empowerment of selected government institutions and Organizations in Ghana.

However, the concept of affirmative action is captured and expounded differently by diverse countries. Considering United States, it is called 'affirmative action'; in Europe, as 'positive discrimination'; in India, as 'reservations'; in Sri Lanka, as 'standardization'; in Nigeria, as 'reflecting the federal character of the country'; in Canada, as 'employment equity'; and in South Africa, as 'preferential treatment' (Sowell, 2004, p.12). Affirmative action refers to a "set of affirmative action measures designed to ensure that persons in designated groups enjoy equal employment opportunities at all levels of employment and are equally represented in the workforce of a relevant employer" (Affirmative Action Act 1998, Act 29 of 1998). In addition, for many other countries, affirmative action is also referred to as 'preferential policies' and compensatory or distributive justice'. Despite the differences in names and variations in content, the essence of all these policies and reforms introduced is to redress gender inequalities referring to a wide range of measures aimed at rectifying group inequalities resulting from past discriminatory practices. Attempts by several scholars in defining affirmative action have lingered on since time immemorial (Sowell, 2012, p.12). Sabbagh (2012), defines affirmative as any measure that allocates goods such as admission into selective universities or professional schools, jobs, promotions, public contracts, business loans, and right to buy, sell, or use land and other natural resources through a process that takes into account individual membership in designated groups, for the purpose of increasing the proportion of members of those groups in the relevant labour force, entrepreneurial class, or student population, where they are currently under represented as a result of past oppression by state authorities and or present societal discrimination.

With regards to affirmative action policy is defined and explained as workplace policies and practices that are designed to redress or reduce historical forms of discrimination based on demographic distinctions among employees (Harrison et al, 2006; Resendez, 2012). Affirmative action policy covers those rules and regulations required to ensure that minority groups especially women are uplifted or change in their status (Islam et al, 2015). It is vital to expound that the recorded stigmatization of women has been shown to undermine performance, motivation, and self-efficacy (Islam et al, 2015) thereby leading to stereotype threat, which is the expectation that one will be judged or perceived on the basis of social identity group membership rather than actual performance and potential" (Block et al, 2011,). This effect has been negatively associated with the refusal of women to pursue promotion. Whereas, in general, men show a tendency to start applying for promotion when they meet sixty per cent of required competencies, women tend

only to apply when they believe they are a hundred per cent competent (Fitzpatrick, 2011). Although there are different methods of affirmative action, most programs and policies fall into one or more of the following general categories (Harrison, Kravitz, Mayer, Leslie, & Lev-Arey, 2006). Opportunity enhancement is where the beneficiaries are offered some assistance prior to undergoing a selection process, typically through targeted recruiting or training. No weight is given to demographic characteristics of the target group in assessment and selection decisions. Another factor is the Equal opportunity also known as elimination of discrimination. Assessment and selection decision-makers are forbidden from assigning a negative weight to the demographic characteristics of those in the target group.

Another point, every affirmative action policy has programs. Newmark (2014) explained affirmative action programs as a set of practices undertaken by employers, university admission offices, and government agencies to go further than non-discrimination policies into action, with the goal of actively improving the economic status of minorities and women with regard to employment, education, and business ownership and development. The notion of affirmative action program refers to concrete measures that aim at eliminating barriers and promote equality. Kranz (2010) similarly, explains affirmative action program as the practice that required governmental bodies to act affirmatively to recruit workers or admit students on a non-discriminatory basis. Kranz (2011) further calls for adopting measures where employers may arrange special procedures of recruiting women, minorities and for educational sectors to include race and gender as a criterion in admission to remedy the effects of past discrimination.

The concept of empowerment has been widely established in various literatures. It is however difficult to define and measure (Scott & Jaffe, 1992) and even to implement (Semler, 2004). While this can be perceived as problematic in developing a coherent and analytical core (Kantor, 2003; Batliwala, 2017), there is agreement that empowerment is a process (Carr, 2003; Kabeer, 2015) rather than a goal (Akhter & Ward, 2009). The application of empowerment is directly relevant to those who lack power (GlenMaye, 1998; Townsend, 2011) through marginalization, social exclusion, discrimination or social inequality. To this extent, empowerment excludes men who generally occupy a favoured position in patriarchal contexts. In fact, within the development arena, empowerment studies have predominantly focused on women (Wieringa, 1994; East, 2013). Contrary to Sholkamy (2010), empowerment is about process and agency where women themselves must be the significant agents and actors in the process of change (Mehra, 2009). Indeed, “unless the intervening processes involve women as agents of that change rather than merely as its recipients, the overall process would not be considered as empowerment” (Malhotra et al, 2002).

However, the mere advocacy of affirmative action and the want of women to be fairly treated is not in itself adequate until such propositions are documented and structured in the form of policies and workable programmes. This puts into the limelight the significance for the push of affirmative

action policy and programmes. These policies set a time frame for when the tasks at hand need to be accomplished. While we cannot focus on all affirmative action policies at once, classification according to common elements can simplify complex reality sufficiently to allow understanding of it (Bailey, 2014). Affirmative action policy is defined and explained as workplace policies and practices that are designed to redress or reduce historical forms of discrimination based on demographic distinctions among employees (Harrison et al, 2006; Resendez, 2012). These policies serve to increase the number of individuals in traditionally-disadvantaged groups mostly in areas where they are underrepresented (Resendez, 2012). These programmes also enable organisations to detect ongoing discriminatory practices as they make individuals within an organisation responsible for monitoring the issue. The monitoring is done through a systematically- collected relevant data, examining targeted data for trends, identifying the cause of the trend (the problem), and correcting the problem (Crosby, Iyer & Sincharoen, 2006).

Theoretical Framework of both Statistical Discrimination theory of Affirmative Action and Empirical Studies reported by some researchers were studied. The theory of statistical discrimination was introduced by Kenneth Arrow and Edmund Phelps to explain the inequalities that existed and persisted between demographic groups as well as economic agents such as customers, workers, employers etc. The theory is an economic theory founded on the concept of race and gender discrimination within human spheres which is based on stereotypes. According to Fang and Moro (2011) “Statistical discrimination generally refers to the phenomenon of a decision-maker using observable characteristics of individuals as a proxy for unobservable, but outcome- relevant, characteristics” (p.2). According to the authors the decision makers are employers, health providers, law enforcement officers etc. These observable characteristics are physical characteristics which are related to race, ethnicity and gender. Study by Altonji and Pierret (2016) provides an astonishing support to the theory on the basis that if firms or organizations-based stereotypes or statistics to discriminate, then as firms learn overtime on employees’ performance or productivity level then observed variables will fall overtime which affect performance of employees. This therefore indicates that reduction and elimination of discrimination across gender helps to provide equal platforms for males and females to improve work performance and overall productivity of organizations. Fang and Moro (2011), argued that understanding statistical discrimination is an effective way of developing appropriate measure to eliminate discrimination across race, ethnic groups and gender. Moreover, affirmative action policies in organisations has a positive relationship with female empowerment (Kennedy-Dubourdieu 2006; Sapovadia, Patel, & Patel, (2015) and that the course of affirmative action has been positive as it succeeds in advancing women to the limelight, empowered and charged them do exploits. In addition, Leslie, Mayer, & Kravitz (2014), using meta-analytic test reported that affirmative action policies help women to ameliorate their employment outcomes. Also, Carvalho et al (2013), reported that the existence of equal opportunities frameworks and affirmative action policies may have an influence in increasing top managers’ awareness of their roles in improving women’s representation in management teams. However, Riccucci (2012), indicated that

affirmative action is a very difficult phenomena and thus makes it very difficult for policy makers in educational and/or employment settings to run. According to him, it is very impossible for the affirmative action policy not to infringe or break some rules of law in its discharge thereby discouraging empowerment. Burger & Jafta (2010), reported that affirmative action indeed results in a higher level of discrimination in its implementation. Nguyen, (2013) found that strong family obligations, negative gender stereotypes and the unwillingness to take management positions was their major hindrance. The mixed discoveries also created room for this study and the development of the conceptual model.

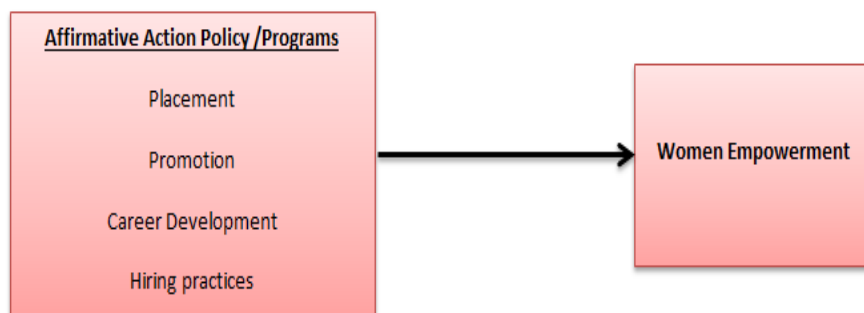


Figure 1 Conceptual Framework

From figure 1, as per the various dimensions under the affirmative action policy/programs (placement, promotion, career advancement, recruitment (hiring practices), the study sought to find out the individual and collective effects of the dimensions on women empowerment within the selected government institutions and Organisation in Ghana.

2. Methodology

In congruence with the purpose of the study, quantitative method was employed. The study adopted such a method based on a number of reasons. Firstly, the quantitative method was adopted because it makes use of numerical information for effective understanding and presentation of data (Goran, 2007). Secondly, the method of quantification was adopted because; it helps to provide clarity to complex data and process which are difficult to understand using qualitative method such as how affirmative action policy/program impact on women empowerment (Snape & Spencer, 2009). Thirdly the quantitative method helps to examine relationship among variables such as affirmative action policy/program and women empowerment. Additionally, the study also employed the survey design specifically the cross sectional type. The design allowed the researcher to utilize instrument that helped to obtain information based on what is happening with regards to a given phenomenon such as affirmative action policy/programs and women empowerment of government institutions in Ghana. Further, the cross sectional survey design provided the

researcher the freedom to obtain information from sampled respondents within a given time frame. Moreover, the study targeted management members, senior and junior staffs of selected government institutions or organizations in Ghana. The inclusion criteria include; (1) Staff or workers of the government institutions who have worked in the organization for not less than 2 years (2) Management members who have been in management positions of government institutions for not less than two years. Further, the stratified random sampling was to classify respondents according to institutions and random selection conducted. This enabled the study to obtain equal numbers from each of the six targeted government institutions in Ghana. The sample size result is shown in table 1.1 below;

Table 1 Sample Size

Institution/Organization	Management Members	Senior Staffs	Junior Staffs	Total
Gimpa	2	5	8	15
UG-Legon	2	5	8	15
Ministry of Gender and Social Protection	2	5	8	15
Ministry of Finance	2	5	8	15
NCA	2	5	8	15
AMA	2	5	8	15
TOTAL	12	30	48	90

Primary data was obtained from the selected respondents through the use of questionnaire. Items of the questionnaire were sourced and modified from studies such as Berry (2004), Taylor (2017) and Ochuka (2018). The questionnaire which was semi-structured in form was design in relation to the study objectives. The questionnaire covered four areas namely demographic information of respondents, affirmative action policy/program awareness, affirmative action policy challenges, affirmative action policy/program and women/female empowerment. The questionnaire was designed using the Likert scale with ranks ranging from 1 through to 5 thus from strongly disagree through to strongly agree. Others were also provided in rank order such as Yes, No and Neutral. The questionnaire was also made up of both open-ended and close ended questions. Moreover, the validity and reliability of the instrument was obtained before it uses. With regards to validity the study utilized SPSS version 20 “validity of cases”. The main study obtained 100% valid cases. Further, with regards to the reliability of instrument, the Cronbach’s alpha reliability test was employed. On this basis, the researcher obtained an overall alpha value of above .70. Moreover, ethical considerations such as use of informed consent, anonymity and confidentiality were adhered to. SPSS version 20 was used for the data coding, management and analysis. The analytical tools employed include descriptive statistics, rank order, content, correlation and regression tools.

3. Results and Discussions

3.1. Results

3.1.1. Demographic Result

Generally, respondents from six (6) government or public sector institutions were utilized by the study. In overall 90 respondents were used by the study. The result shows that out of the 90 respondent utilized by the study most of the respondents were females representing 66.7% whilst 33.3% were males. It was also found that 44.4% of the respondents were within the age range of 40-49 years, 27.7% were within 30-39 years range and the lowest representation were those within 20-29 age ranges. Respondents were sampled from operations representing majority, administration and finance. Whilst junior staffs represented 53.3% whilst the rest 46.7% were senior staff's representatives. Further, most of the respondents have worked in their respective organization for 11-15 years (44.4%), followed by 6-10 years representing 38.9% and the least represented is 1-5 years indicated as 5.6%. The overall discovery shows respondents have clear insight and in-depth comprehension and information regarding the topic under investigation.

3.1.2 Awareness Level of Government Institutional Staff on Affirmative Action Policy

The study examined the level of awareness of government institutional staff on affirmative action policy and programs in their respective institution. The result is presented in table 2.

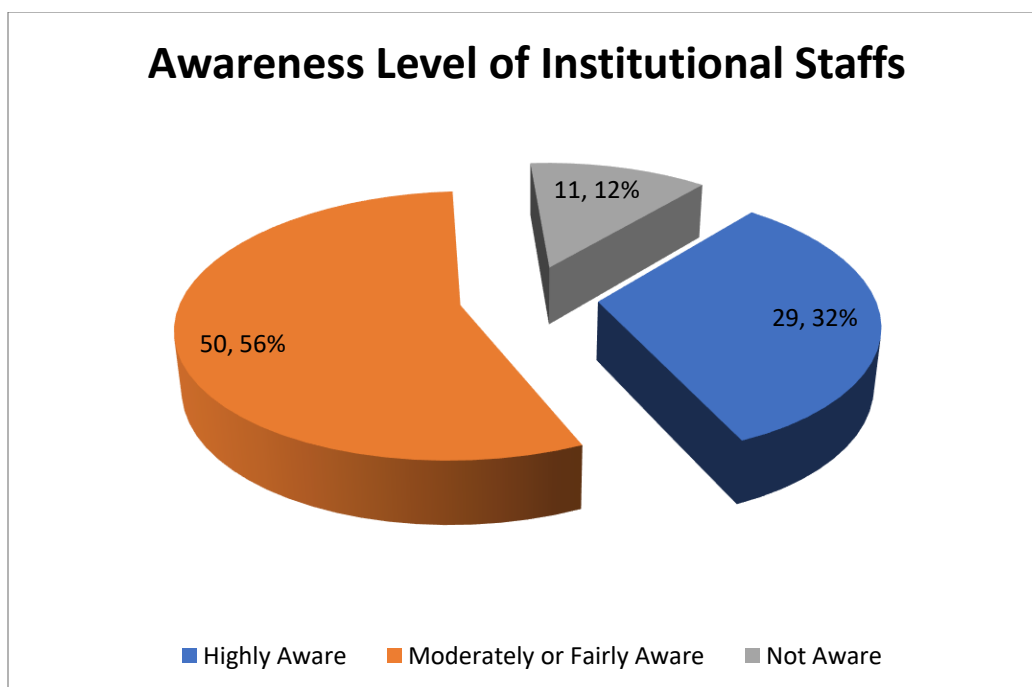
Table 2 Descriptive Statistics Result on Affirmative Action Policy Awareness

	N	Min	Max	Mean	SD	Mode	Sum
Awareness Level of Institutional Staffs							
ALS1	90	1.00	5.00	2.95	1.29	4	266
ALS2	90	1.00	5.00	2.85	1.11	3	257
ALS3	90	1.00	5.00	3.13*	1.29	2	282
ALS4	90	1.00	5.00	2.77	1.23	3	250
ALS5	90	1.00	5.00	2.86	1.01	3	258
ALS6	90	1.00	5.00	3.10*	1.28	2	279
ALS7	90	1.00	5.00	3.31*	1.32	3	298
ALS8	90	1.00	5.00	3.03*	1.47	3	273
ALS9	90	1.00	5.00	3.05*	1.45	3	275
ALS10	90	1.00	5.00	3.22*	1.08	3	290
Overall Mean				3.03			

(Source: Field Data, 2020)

The descriptive statistics result in relation to level of awareness of government institutional staffs on affirmative action policy is presented in table 2. The overall mean value indicates the mid-point or indifference underscoring how conclusion should be drawn. In view of this the average mean score for awareness level items is [= 3.03]. The result shows that out of the 10 items employed to examine awareness level regarding affirmative action policy and programs amongst government institutional staffs, 6 were acceptable indicators whilst 4 unacceptable indicators. The result shows fair level of awareness level of institutional staffs regarding affirmative action policy and

programs. The result shows that majority of respondents believe that the policy is aimed at providing equal opportunities for all person without regard to gender/sex, race, religion etc, the policy is aimed at empowering women in Ghana, are aware of the existence of affirmative action plan and program in my institution/organization, understand the working of affirmative action program in their institution/organization, believe that the policy has the propensity of strengthening the work of government institutions/organizations in Ghana etc. Despite the fair level of awareness of institutional staffs regarding the policy, there is still some limited insight and knowledge regarding the policy and its implementation. Further, the rating result regarding the affirmative action policy and programs is also presented in figure 1.



(Source: Field Data, 2021)

Figure 2 General Awareness of Affirmative Action Policy/Programs

The overall rank rating result also shows that majority of the respondents shown fair or moderate level of awareness of institutional staffs of Ghana regarding affirmative action policy/programs representing 50(56%), followed by 29(32%) representing highly aware and the least represented is not aware representing 11(12%). The result suggests some level of awareness whilst significant level of people not really aware of the policy and its programs within their respective institutions in Ghana.

3.1.3 Challenges in Implementation of Affirmative Action Policy/Programs

The study also investigated challenges from the perspective of government institutional staff regarding the policy and its programs as well as implementation within their organization/institution. This underscores the second study objective. The result is shown in table 3.

Table 3 Affirmative Action Plan/Policy Implementation Challenges

Affirmative Action Plan/Policy Implementation Challenges	YES [Freq] (%)	NO [Freq] (%)	Neutral [Freq] (%)
The size of staff in my institution/organization	12(13.3)	46(51.1)	32(35.6)
The huge nature of implementation budget	68(75.6)	8(8.9)	14(15.6)
Lack of effective internal process	66(73.3)	-	24(26.7)
Inadequate internal process for monitoring and evaluation	86(95.6)	-	4(4.4)
Inadequate data on affirmative action practices	85(94.4)	-	5(5.6)
Lack of affirmative action plan or program	90(100.0)	-	-
Inadequate measures for enforcing the affirmative action plan and program	85(94.4)	-	5(5.6)

(Source: Field Data, 2020)

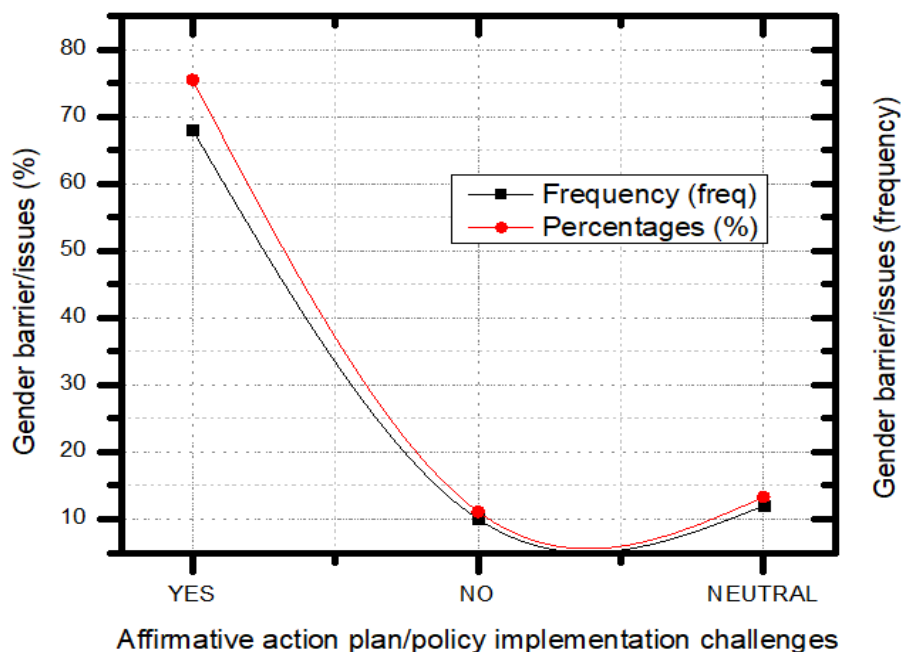


Figure 3 gender barriers/issues and affirmative action plan/policy implementation challenges

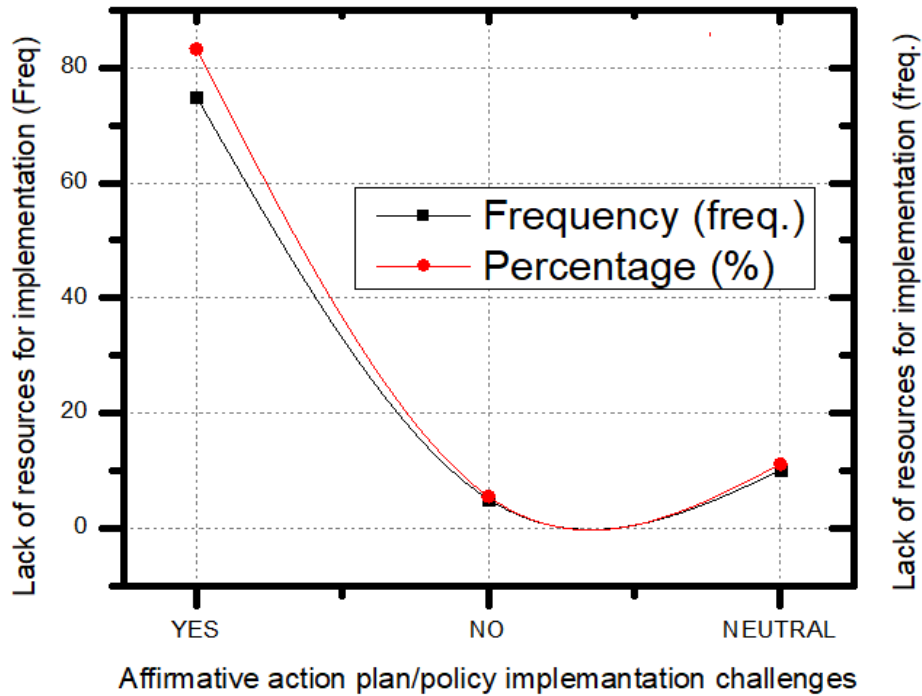


Figure 4 lack of resources for implementation and affirmative action plan/policy implementation challenges

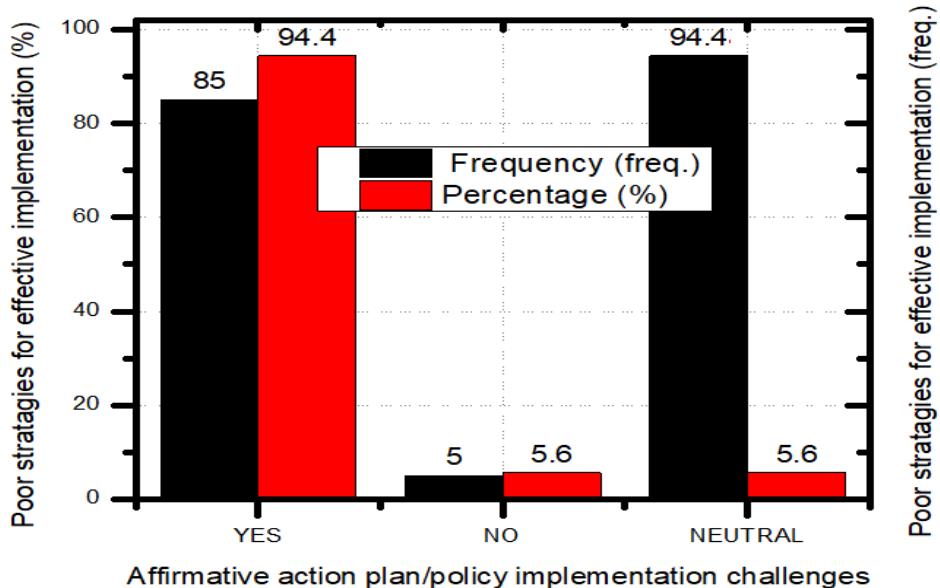


Figure 5 **poor strategies for effective implementation and affirmative action plan/policy implementation challenges**

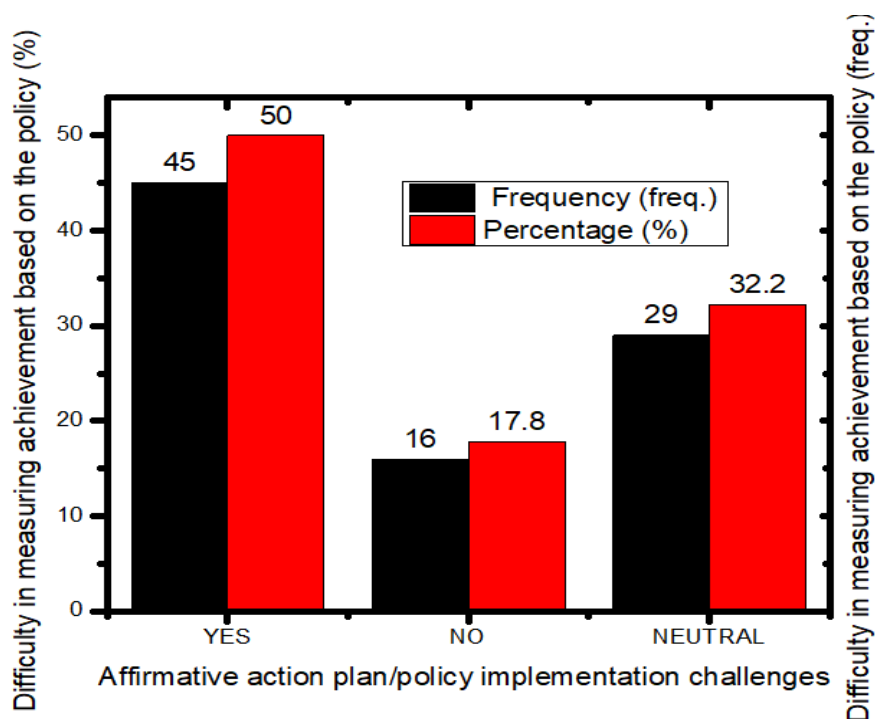


Figure 6 **difficulty in measuring achievement based on the policy and affirmative action plan/policy implementation challenges**

Table 3 shows the frequency distribution result regarding affirmative action policy/program implementation. The result shows that on the issue of “the size of staff in my institution/organization” greater number of the respondents shown disagreement as a challenge to implementation of the policy/programs representing NO [46, 51.1%), YES (13.3%) and Neutral [32, 35.6%). Despite this, on that of “the huge nature of implementation budget” it was indicated as a major challenge representing [Yes, 68, 75.6%]. From figure 3, 4 and 5 issues of gender barriers/issues, lack of resources for implementation, poor strategies for effective implementation were recognized by majority of respondents as vital implementation challenges representing [Yes: 75.6%, 83.3%, 94.4%] respectively. Moreover, lack of effective internal process, Inadequate internal process for monitoring and evaluation, Inadequate data on affirmative action practices, Lack of affirmative action plan or program. Again, from figure 6 Difficulty in measuring achievement based on the policy, Inadequate measures for enforcing the affirmative action plan and program were all recognized by majority of the respondents as critical implementation problems representing [Yes: 73.3%, 95.6%, 94.4%, 100%, 50%, 94.4%] respectively. Generally,

the result suggests that these discovered issues are critical problems influencing overall implementation of affirmative action policy and programs within the stated government institutions in Ghana.

3.1.4 Effect of Affirmative Action Plan/Policy on Women Empowerment

The study examined how affirmative action policy/plans/programs influence women empowerment. This underscores the third objective of the study. The result is represented as follows in table 4.

Table 4 Descriptive Result on Affirmative Action Plan/Policy/Program

Affirmative Action Plan/Policy/Program	N	Mean	SD
Placement			
C1	90	4.25*	.918
C2	90	3.61	.93
C3	90	3.95*	1.16
Promotion			
C4	90	3.98*	1.09
C5	90	3.90*	.84
C6	90	3.81*	1.33
Career Development			
C7	90	4.07*	.70
C8	90	3.50	1.68
C9	90	3.34	1.58
Hiring Practices			
C10	90	3.20	1.16
C11	90	3.16	1.09
C12	90	3.95*	1.08
Overall Mean		3.72	

(Source: Field Data, 2021)

The levels of independent variable (affirmative action policy/programs) were examined and the descriptive statistics result presented in table 4. Overall, the mean score or value is [M = 3.72]. The overall mean value indicates the mid-point or indifference underscoring how conclusion should be drawn. The result shows that out of the 12 items employed to examine affirmation action policy and program indicators 7 were greatly acceptable items whilst 5 items saw some level of disagreement. The result as shown in the table shows that most of the agreed items evolved from promotion indicator, and next to it is placement.

Table 5 Coefficient of Regression Result for Affirmative Action Policy Indicators

Model	Unstandardized		Standardized Coefficients	t	Sig.
	Coefficients				
	B	Std. Error	Beta		
(Constant)	19.318	2.750		7.024	.000
1 Placement	1.449	.224	.534*	6.484	.000
Promotion	-.374	.144	-.219*	-2.590	.011
Career Development	.293	.090	.290*	3.253	.002
Hiring Practices	.273	.138	.183*	1.978	.041

a. *Dependent Variable: Women Empowerment (significance at 0.05)*

From table 5 the study assesses the level of impact of affirmative action policy and programs indicators on women empowerment. The coefficient of regression result shows that affirmative action plan or policy indicators predict women empowerment positively indicated at $p < 0.05$. It is clear that placement predict women empowerment positively indicated as [$\beta = .534$, $t = 6.484$, $sig = .000$, $p < 0.05$]. The result also shows 53.4% of variance account for such prediction. In addition, career development predicted women empowerment positively indicated as [$\beta = .290$, $t = 3.253$, $sig = .002$, $p < 0.05$]. This is a positive prediction and 29.0% of variance is explained. Further, the result shows that hiring practices predict women empowerment positively indicated as [$\beta = .183$, $t = 1.978$, $sig = .014$, $p < 0.05$]. The result also shows 18.3% of variance account for such prediction. However, a negative prediction was found between promotion and women empowerment at $p < 0.05$. It is important to indicate that 21.9% account for such prediction. The result general suggest that all the indicators such as placement, promotion, career development and hiring practices exerted significant impact on women empowerment. It also shows that within the government institutions in Ghana placement career development and hiring practices obtain the most attention.

Table 6 Combined Coefficient of Regression Result

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	25.805	2.367		10.904	.000
	Affirmative Action Policy	.275	.052	.488	5.241	.000

a. *Dependent Variable: Women Empowerment*

The combined result is presented in table 6. The result shows that affirmative action plan or policy predict women empowerment positively indicated at $p < 0.05$. This is shown as [$\beta = .488$, $t = 5.241$, $sig = .000$, $p < 0.05$]. This shows that affirmation action plan or policy or programs exert significant positive effects on women empowerment amongst selected government institutions in Ghana. The result also shows 48.8% of variance account for such prediction. The result suggests that the importance of affirmative action policy in ensuring women empowerment, growth and development cannot be overlooked.

3.2 Discussion of Findings

It is important to indicate that the importance of affirmative action policy cannot be downplayed within the government institutions in Ghana. Within the institutional framework of Ghana, it is clear state that affirmative action relates to both the productive and distributive aspects of development aimed at ensuring women empowerment. The policy and its programs provide the platform required in uplifting women and improve their growth as well as development in organizations. In relation to the first objective, the fair or moderate level of awareness of the policy and its programs in relation to government institutional staffs in Ghana, shows some level of comprehension of these staffs in relation to the affirmative action policy. It is succinct to expound that understanding in relation to the policy projected to have the capacity in providing equal opportunity for all persons, existence of plan of execution, capacity to strengthen the work of

government institutions, critical support from government institutions and promotion of less privileged especially women within the organization etc. Although, the knowledge and awareness level is somehow good, it seems institutional staffs attention towards the policy implementation is low on the basis of the believe in what the policy and its programs seeks to do.

This is congruence with the indication by Carvalho, et al (2013), who reported that the existence of equal opportunities frameworks and affirmative action policies may have an influence in increasing managers' awareness of their roles in improving women's representation in management teams. Additionally, considering the second objective, the study found significant number of challenges influencing the implementation of such plans in government institutions in Ghana. These challenges discovered include huge nature of implementation budget, Gender barriers/issues, lack of resources for implementation, poor strategies for effective implementation, Lack of effective internal process, etc suggests vital issues influencing the use and enforcement of the policy and its programs in government institutions in Ghana. This support the study by Nguyen, (2013) who found strong family obligations, negative gender stereotypes and the unwillingness to take management positions as major hindrances to affirmative action policy. Moreover, considering the third study objective, the study found positive relationship between affirmation action policy and women empowerment. This suggests that placement, career development and hiring practices employs affirmative action policy or plans in the government institutions, but not promotion. The finding shows the importance of affirmative action policy in ensuring women empowerment, growth and development. The findings is congruence with the study by Kennedy-Dubourdiou 2006 and Sapovadia, et al (2015) who reported that the course of affirmative action has been positive as it succeeds in advancing women to the limelight, empowered and charged them do exploits. Further, on the theoretical level, the study provides support to the statistical discrimination which was explained by Altonji & Pierret (2001) that reduction and elimination of discrimination across gender helps to provide equal platforms for males and females to improve work performance and overall productivity of organizations. The placement and hiring opportunities provided to women through the affirmative action plans has helped many respondents to attain some level of height in their respective institutions. The justification from the findings is that although many people are not totally aware of the workings of affirmative action policy in the institutions, those within the upper ladder have benefited enormously from the policy implementation.

4.0 Conclusion

The study examined the effect of affective action policy/programs on women empowerment amongst selected Government Institutions and Organizations in Ghana. The findings clearly show that:

- the need and importance of affirmative action policy and its programs within government Institutions and Organizations in Ghana need to be improved and the moderate level of awareness of respondents in relation to affirmative action policy, plans and programs also need to be improved.
- Public education and sensitization of affirmative action policy in Ghana most especially within government and public sector Institutions and Organizations needs to be enforced.
- Examine the impact of affirmative action policy on women promotional opportunities and growth need more attention.

References

- Abdullah, H. J., & Fofana-Ibrahim, A. (2010). The Meaning and Practice of Women's Empowerment in Post-conflict Sierra Leone. *Development*, 53(2), 259–266.
- Adam, K. (1997). The politics of redress: South African style affirmative action. *The Journal of Modern African Studies*, 35(02), 231-249.
- Ahearne, M., Mathieu, J., & Rapp, A. (2005). To empower or not to empower your sales force? An empirical examination of the influence of leadership empowerment behaviour on customer satisfaction and performance. *Journal of Applied psychology*, 90(5), 945.
- Akapule, S. A. (2013). Ghana must take a cue from Rwanda and South Africa and pass Affirmative Action Bill into Law. online:www.modernghana.com/new/4647131.
- Akhter, R., & Ward, K. B. (2009). Globalization and gender equality: a critical analysis of women's empowerment in the global economy. *Adv Gender Res*, 13, 141-73.
- Alexander, N. (2007). Affirmative action and the perpetuation of racial identities in post apartheid South Africa. *Transformation: Critical Perspectives on Southern Africa*, 63(1), 92-108.
- Altonji, C. & Pierret, M. (2001). *Making affirmative action work: New York; Grig Books*
- American Association of University Professors (2006) *AAUP Faculty Gender Equity*. Washington, DC: American Council on Education.
- American Association of University Professors (2006). *AAUP Faculty Gender Equity in higher Education*. Washington, DC: American Council on Education.

- American Council on Education (2007). *The American college president (2007 Edition)*. and implications for managing corporate social performance. Journal of Busin Washington, DC: American Council on Education.
- American Council on Education (2007). *The American college president (2007 Edition)*. Washington, DC: American Council on Education.
- Babbie, E. (2007). *The practice of social research*. (11th Ed.). Belmont, CA: Thompson Wadsworth.
- Babson, S. (1995). *Lean Work: Empowerment and Exploitation in the Global Auto Industry*. Detroit, Mich.: Wayne State University Press.
- Bailey, K. (1994), *Typologies and Taxonomies, an Introduction to Classification Techniques*, Sage Publications, Thousand Oaks, CA. Vol 102.
- Batliwala, S. (2007). Taking the power out of empowerment—an experiential account. *Development in Practice*, 17(4-5), 557–565.
- Bell, M., Harrison, D. & McLaughlin, M. (2000). Forming, changing, and acting on attitude toward affirmative action programs in employment: A theory-driven approach. *Journal of Applied Psychology*, 2000, 85(5), 784-798.
- Blackmore, J. and Sachs, J. (2007), *Performing and Reforming Leaders: Gender, Educational Restructuring, and Organisational Change*, State University of New York Press, Albany, NY.
- Block, C., Koch, S., Liberman, B., Merriweather, T. & Roberson, L. (2011). Contending with the stereotype threat at work: A model of long-term responses. *The Counselling Psychologist*, 39(4), 570-600.
- Boateng, R. (2014). *Research Made Easy*. PearlRichards Foundation.
- Booyesen, L. A. E. & Nkomo, S. M. (2010), "Gender role stereotypes and requisite management, Law and Policy, Vol. 15 No. 4, pp. 327–54.
- Bradbury-Jones, C., Sambrook, S., & Irvine, F. (2007). The meaning of empowerment for nursing students: a critical incident study. *Journal of Advanced Nursing*, 59(4), 342-351.
- Braithwaite, V. (1993), "The Australian government's affirmative action legislation: achieving social change through human resource management", Law and Policy, Vol. 15 No. 4, pp. 327–54.
- Bryman, A. (1984). The debate about quantitative and qualitative research: a question of method or epistemology? *British Journal of Sociology*, 75-92.
- Burger, R., & Jafta, R. (2010). Affirmative action in South Africa: an empirical assessment of the impact on labour market outcomes. *CRISE (Centre for Research on Inequality, Human Security and Ethnicity) Working Paper*, 76, 09-36.
- Carr, E. (2003), "Rethinking empowerment theory using a feminist lens: the importance of process", *AFFILIA* , Vol. 18 No. 1, pp. 8-20.

- Carvalho, T., White, K., & de Lourdes Machado-Taylor, M. (2013). Top university managers and affirmative action. *Equality, Diversity and Inclusion: An International Journal*, 32(4), 394-409.
- Ceci, S.J., Williams, W. M., & Barnett, S. M. (2009). Women's underrepresentation in science: Sociocultural and biological considerations. *American Psychological Association*, 135(2), 218-261
- Charlton, G & Van Niekerk, N (1994). *Affirmative action-beyond 1994*. Cape Town: Juta.
- Chelladurai, P. 2006. *Human resource management in sport and recreation*. Champaign: Human Kinetics.
- Chow, I. H. S., Lo, T. W. C., Sha, Z., & Hong, J. (2006). The impact of developmental experience, empowerment, and organizational support on catering service staff performance. *International Journal of Hospitality Management*, 25(3), 478-495.
- Coate, S. and Loury G. C. (1993). Will Affirmative-Action Policies Eliminate Negative Stereotypes? *The American Economic Review*, Vol. 83 (5), 1220-1240.
- Conger, J. A., & Kanungo, R. N. (1988). The empowerment process: Integrating theory and practice. *Academy of management review*, 13(3), 471-482.
- Cooks, S. (1993). Empowerment checklist. *Empowerment in organisations: An International Journal*, 1 (3), 4-6.
- Creswell, J. W. (2009). *Qualitative inquiry and research design: Choosing among five traditions* (2nd ed.). Thousand Oaks, CA: Sage
- Crosby Faye J., Golden Heather and Hinkle Steve. (2001). Reactions to affirmative action: Substance and semantics. *Journal of Applied Social Psychology*, 31 (1): 73-88.
- Crosby, F. J. 2004. *Affirmative action is dead: long live affirmative action*. New Haven & London: Yale University Press.
- Crosby, F. J., Iyer, A., & Sincharoen, S. (2006). Understanding affirmative action. *Annu. Rev.*
- Cselenszky, M. P. (2012). *Phenomenological Study of Empowering Women Senior Leaders in Higher Education* (Doctoral dissertation, Walden University).
- Daily, B. F., Bishop, J. W., & Massoud, J. A. (2012). The role of training and empowerment in environmental performance: A study of the Mexican maquiladora industry. *International Journal of Operations & Production Management*, 32(5), 631-647.
- Dale, A., Arber, S., & Procter, M. (1988). *Doing secondary analysis*. Unwin Hyman.
- Davis, E. (1990), "Industrial relations", in Davis, E. and Pratt, V. (Eds), *Making the Link, Affirmative Action for Women*, AGPS, Canberra.
- Denscombe, M. (2010). *Ground Rules for Good Research: Guidelines for Good Practice*.
- Doverspike, D, Taylor, MA & Arthur Jr, W. 2006. *Psychological perspective on affirmative action*. New York: Novinka Books.

- Durlauf, S. N. (2008). Affirmative action, meritocracy, and efficiency. *Politics, Philosophy & Economics*, 7(2), 131-158.
- Eagly, A. H., & Carli, L. L. (2007). Women and the labyrinth of leadership. *Harvard Business Review*.
- Eagly, A. H., & Carli, L. L. (2009). *Navigating the labyrinth*. School Administrator.
- East, J. (2000), "Empowerment through welfare-rights organizing: a feminist perspective", *AFFILIA* , Vol. 15 No. 2, pp. 311-328.
- Edwards, J. (1995). When race counts. *The Morality of Racial Preference in Britain and America*. L.
- Elmuti, D. (1996), "Revising Affirmative Action and Managing Cultural Diversity Challenge in Corporate America", *Equal Opportunities International*, Vol. 15 Iss 6/7 pp. 1 - 16
- Elson, D. (1999), "Labor markets as gendered institutions: equality, efficiency and empowerment issues", *World Development*, Vol. 27 No. 3, pp. 611-627.
- Erasmus, B, Swanepoel, B, Schenk, H, Van der Westhuizen, EJ & Wessels, J. S. (2005). *South African human resource management: for the public sector*. Cape Town: Juta Academic.
- Erwee, R. (1994), "South African women: changing career patterns", in Adler, N. J. and Izraeli, D.N. (Eds), *Competitive Frontiers* , Blackwell, Oxford, pp. 325-42.
- Fang, H., & Moro, A. (2011). Theories of Statistical Discrimination and Affirmative Action: A Survey R. Chapter 5 in *Handbook of Social Economics*, Vol. 1A.
- Faundez, J. (1994). *Affirmative action: international perspectives*. Geneva: International Labour Office.
- Fitzpatrick, A. (2011). The rise & fall of our top women. *NZ Management Magazine*, August, 33-35.
- Fox, J. (1998). Employee empowerment: an apprenticeship model *unpublished thesis, University of Hartford*.
- Fraser, N. (1997), *Justice Interruptus: Critical Reflections on the Post-Socialist Condition*, Routledge, New York, NY.
- Gamble, E. D., & Turner, N. J. (2015). Career Ascension of African American Women, Law and Policy, Vol. 15 No. 4, pp. 327–54.
- George, J. M & Jones, G. R. (2006). *Understanding and managing organizational behavior*. California: Addison-Wesley.
- Gerdes, E. P. (2006). Women in higher education since 1970: The more things change. Ghana's 50th independence anniversary celebration. *Accra, Ghana: NETRIGHT*.
- Ghauri, P., & Gronhaug, K. (2005). *Research methods in business studies a practical guide* (3rd ed., pp. 1–257). Essex: Prentice Hall Financial times.
- GlenMaye, L. (1998). Empowerment of women. *Empowerment in social work practice: A sourcebook*, 29-51.

Godwin Akweiteh Allotey/citifmonline.com/Ghana retrieved 05.11.15 <http://citinews.com>

Gonzalez, C. (2010). Leadership, diversity, and succession planning in academia. Center for Studies in Higher Education, 8 (10), 1 -10.

Griffiths, V. (2009). Women managers in higher education: Experiences from the UK. The International Journal of Learning, 16 (10), 397-405.

Hakim, C. (1982). Secondary analysis in social research: A guide to data sources and methods with examples.

Hancock, B. (2002). Trent focus for Research and Development in Primary Health Care: An Introduction to Qualitative Research. Trent Focus Group. Retrieved January 25, 2005

Harris, G. L. A. (2009). Revisiting Affirmative Action in Leveling the Playing Field Who Have Been the True Beneficiaries Anyway?. *Review of Public Personnel Administration*, 29(4), 354-372.

Harrison, D., Kravitz, D., Mayer, D., Leslie, L. & Lev-Arey, D. (2006). Understanding attitudes toward affirmative action programs in employment: Summary and Meta-Analysis of 35 years of research. *Journal of Applied Psychology*, 91(5), 1013-1036

Holzer Harry J. and Newmark, David. (2006). 'Affirmative action: What do we know?' *Journal of Policy Analysis and Management*, 25 (2): 463- 490.

Htun, M. (2004). From "racial democracy" to affirmative action: changing state policy on race in Brazil. *Latin American Research Review*, 39(1), 60-89.

Hur, M. H. (2006). Empowerment in terms of theoretical perspectives: Exploring *Indicators* (2006 ed.). Washington DC: American Council on Education.

Islam, G., & Zilenovsky, E. (2011). Affirmative action and leadership attitudes in Brazilian women managers: The moderating influence of justice perceptions. *Journal of Personnel Psychology*, 10(3), 139-143

Jenkins, L. D. and Moses, M. S. (2014) eds. *Affirmative Action Matters: Creating Opportunities for Students Around the World* (New York: Routledge, 2014) Center for International Higher Education, Champion Hall, Boston College, Chestnut Hill, MA 02467, USA

Jinabhai, D. C. (2004). Empirical findings on the impact of affirmative action on the training and development of Black managers for corporate organizations in South Africa. *Public Personnel Management*, 33(1), 121-135.

Johnson, B and Christensen, L. (2010). *Educational Research: Qualitative and Mixed Approaches*.

Kabeer, N. (2005). Gender equality and women's empowerment: A critical analysis of the third millennium development goal 1. *Gender & Development*, 13(1), 13-24.

Kalev, A., Dobbin, F., & Kelly, E. (2006). Best practices or best guesses? Assessing the efficacy of corporate affirmative action and diversity policies. *American sociological review*, 71(4), 589-617.

- Kalev, A., Dobbin, F., & Kelly, E. (2006). Best practices or best guesses? Assessing the efficacy of corporate affirmative action and diversity policies. *American Sociological Review*, 71: 589 – 617.
- Kanter R.M. (1979) Power failure in management circuits. *Harvard Business Review* 57, 65–75
- Kantor, P. (2003). Women's empowerment through home-based work: evidence from India. *Development and Change*, Vol. 34 No. 3, pp. 425-445.
- Keim, M., & Murray, J. P. (2008, October). Chief academic officer's demographics and educational backgrounds [Electronic version] *Community College Review*, 36(2), 116-132. Retrieved from [http:// www.communitycollegereview.com](http://www.communitycollegereview.com)
- Kellough J. Edward. (2006). *Understanding affirmative action: Politics, discrimination and the search for justice*, Washington D.C.: Georgetown University Press.
- Kennedy-Dubourdieu, E. (2006). *Race and inequality: World perspectives on affirmative action*. Ashgate Publishing, Ltd.
- Kimmel, A.J. (2007). *Ethical issues in behavioral research: Basic and applied perspectives*. Oxford: Blackwell Publishing.
- Kirakosyan, L. (2014). Affirmative action quotas in Brazilian higher education: Analyzing claims and implications. *Journal for Multicultural Education*, 8(2), 137-144.
- Koberg, C. S., Boss, R. W., Senjem, J. C., & Goodman, E. A. (1999). Antecedents and outcomes of empowerment empirical evidence from the health care industry. *Group & Organization Management*, 24(1), 71-91.
- Kramer, R. (1991). Australian developments in equal employment opportunity and affirmative action. *Equal Opportunities International*, 10(5), 5-13.
- Kranz Rachel. (2002). *Affirmative action. U.S.: Facts on File Inc.*
- Kravitz, D. A., Klineberg, S. L., Avery, D. R., Nguyen, A. K., Lund, C., & Fu, E. J. (2000). Attitudes Toward Affirmative Action: Correlations With Demographic Variables and With Beliefs About Targets, Actions, and Economic Effects¹. *Journal of Applied Social Psychology*, 30(6), 1109–1136.
- Kravitz, M. & Platania, Q. (1993) level of knowledge on affirmative action policies, *Academic Journal of Management*, 3(1), 123-145.
- Kuhn, T. (1970). *The Structures of Scientific Revolutions*. Chicago: University of Chicago Press.
- Kurtulus, F. A., & Tomaskovic-Devey, D. (2012). Do female top managers help women to advance? A panel study using EEO-1 records. *The ANNALS of the American Academy of Political and Social Science*, 639(1), 173-197.
- Lammers J, & Happell B (2004). Mental health reforms and their impact on consumer and career participation: a perspective from Victoria, Australia. *Issues in Mental Health Nursing* 25(3) 261–276.

- Leslie, L. M., Mayer, D. M., & Kravitz, D. A. (2014). The stigma of affirmative action: a stereotyping-based theory and meta-analytic test of the consequences for performance. *Academy of Management Journal*, 57(4), 964-989.
- Linton, L., & Christiansen, N. (2006). Restoring equity or introducing bias? A contingency model of attitudes toward affirmative action programs. *Journal of Applied Psychology*, 36(7), 1617-1639.
- Littrell, R. F. and Nkomo, S. M. (2005), "Gender and race differences in leader behaviour preferences in South Africa", *Women in Management Review*, Vol. 20 Iss 8 pp. 562-580.
- Logel, C., Walton, G., Spencer, S., Iserman, E., von Hippel, W., & Bell, A. (2009). Interacting with sexist men triggers social identity threat among female engineers. *Journal of Personality and Social Psychology*, 96(6), 1089-1103
- Lundberg, S. J. (1991). The enforcement of equal opportunity laws under imperfect information: affirmative action and alternatives. *The Quarterly Journal of Economics*, 106(1), 309-326.
- Lundberg, V. (1991). Taste Based theory of Affirmative Action, *Journal of Pension Economics and Finance* 4: 245-57.
- Mabaso, A. (2014). *Is affirmative action in education defensible?* (Doctoral dissertation).
- Madden, M. E. (2005). 2004 division 35 presidential address: Gender and leadership in higher education. *Psychology of Women Quarterly*, 29(1), 3-14.
- Malhotra, N. K. and Birks, D. F. (2007). *Marketing Research: An Applied Approach*. Pearson Education
- Malik, S., & Courtney, K. (2011). Higher education and women's empowerment in Pakistan. *Gender and Education*, 23(1), 29-45
- Marshall, C., & Rossman, G. B. (2011). *Designing qualitative research*. Sage.
- Masterson, S. S, Byrne, Z. S & Mao, H. (2005). Interpersonal and informational justice: identifying the differential antecedents of interactional justice, in *What motivates fairness in organisations?* edited by Gillard, S. W, Steiner, D. D, Skarlicki, D. P & Van Den Bos, K. Greenwich: Information Age Publishing.
- Mathur-Helm, B. (2005). Equal opportunity and affirmative action for South African women: a benefit or barrier? *Women in Management Review*, 20(1), 56-71.
- McClellan, R. (2007). Hearing the opus: The paradox for women leaders in the postmodern university. *Advancing Women in Leadership Journal*, 15, 1-18. Retrieved from <http://www.advancingwomen.com/awl/index.html>
- Meehan T, Bergen H, Coveney C. (2002) Development and evaluation of a training program in peer support for former consumers. *International Journal of Mental Health Nursing* 11 (1) 34-39.
- Mehra, R. (1997), "Women, empowerment, and economic development", *The Annals of the Academy*, Vol. 554, pp. 136-149.
- Mensah-Kutin, R. (2009). Affirming ourselves as women: An initiative of women during

Modern African Studies, 35(02), 231-249.

Morley, L. (2006), "*Hidden transcripts: the micro politics of gender in commonwealth methods* (Vol. 4). Sage.

Morrison, A. M., & von Glinow, M. A. (1990). *Women and minorities in management* (Vol.45, No. 2, p. 200). American Psychological Association.

Nguyen, T. L. H. (2013). Barriers to and facilitators of female Deans' career advancement in higher education: an exploratory study in Vietnam. *Higher Education*, 66(1), 123-138.

Nobel, C., & Mears, J. (2000). The impact of affirmative action legislation on women working in higher education in Australia: progress or procrastination? *Women in Management Review*, 15(8), 404-414.

Oakley, J. G. (2000). Gender-based barriers to senior management positions: Understanding the scarcity of female CEOs. *Journal of business ethics*, 27(4), 321-334.

Osabutey, P. D. (2012). Towards an affirmative action law in Ghana: The issues. Retrieved 05.11.15) <http://www.facebook.com/citi97.3>

Peters, A. (1996), "*The many meanings of equality and positive action in favour of women under European Community Law – a conceptual analysis*", *European Law Journal*, No. 2, pp. 177-196.

Preston L.E.; O'Bannon D.P. (1997). The corporate Social-financial performance relationship: a typology and analysis. *Business and Society Review*, 36: pp. 419-428.

Rawls, F. (1993). Distributive justice, in *Justice*, edited by Ryan, A. New York: OxfordUniversity Press.

Rescher, N. (1982). *Distributive justice*. Washington DC: University Press of America.

Resendez, M. (2002). The stigmatizing effects of affirmative action: An examination of moderating variables. *Journal of Applied Social Psychology*, 32(1), 185-206

Resnik, D. B. (2011, May). What is Ethics in Research & Why is it Important? In *The national. Review Psychology*, 57, 585-611.

Riahi-Belkaoui A. (1991). 'Organizational effectiveness, social performance and economic performance', in Post, J.E (ed) *Research in Corporate Social Performance and Policy* 12: pp. 143-152.

Riccucci, N. M. (2007). Moving Away From a Strict Scrutiny Standard for Affirmative Action Implications for Public Management. *The American Review of Public Administration*, 37(2), 123-141.

Riordan, C. M., Gatewood, R. D., & Bill, J. B. (1997). Corporate image: Employee reactions and implications for managing corporate social performance. *Journal of Business Ethics*, 16(4), 401- 412.

Robbins, S.P. (2001). *Organizational behaviour*, (9th ed.). Upper Saddle River, NJ: Prentice Hall.

- Roper, B. H. C. (2006).When equality is not really equal: affirmative action and consumer participation. *Journal of Public Mental Health*, Vol. 5 Iss 3 pp. 6 – 11
- Rosenfield, M. (1991).Affirmative Action and Justice. New Haven: Yale University Press.
- Roy, P., & Alam, M. (2007).Corporate social responsibility and affirmative action program. *Social Responsibility Journal*, 3(3), 69-78.
- Sabbagh, D. (2012). Affirmative action policies: An international perspective. Human development report office, Occasional Paper, UNDE, Available at: http://hdr.undp.org/en/reports/global/hdr2004/papers/HDR2004_Daniel_Sabbagh.pdf,
- Saunders, M. (2003). Research Methods for Business Students. South Africa: Pearson Education
- Schuck Peter H. (2002). Affirmative Action: past, present, and future. *Yale Law and Policy Review*, 20 (1): 1-96.
- Schwindt, L., Hall, K., & Davis, R. H. (1998). Affirmative action in action: a case study of faculty recruitment at one major land-grant university. *NWSA Journal*, 73-100.
- Scott, C. D., & Jaffe, D.T. (1992). Empowerment Building a committed workforce. London: Kogan Page.
- Seekings, J. and Natrass, N., 2005. Class, Race, and Inequality in South Africa. New Haven: Yale University Press.
- Semler, R. (1994). Maverick: The success story behind the world's most unusual workplace. London: Arrow.
- Sheridan, A. (1998),"Patterns in the policies: affirmative action in Australia", *Women in Management Review*, Vol. 13 Iss7 pp. 243 - 252
- Sholkamy, H. (2010). Power, Politics and Development in the Arab Context: Or how can rearing chicks change patriarchy? *Development*, 53(2), 254–258. Retrieved from <http://www.ingentaconnect.com/content/pal/dev/2010/00000053/00000002/art00027>
- Smith, N, (1998) Affirmative Action Policy: Assessing the level of knowledge of level knowledge of senior staffs and junior staffs in Austria: *Journal of Justice*, 2(2); 1-6.
- Smith, W. A. (1998). Gender and racial/ethnic differences in the affirmative action attitudes of US college students. *Journal of Negro Education*, 127-141.
- Son Hing, L., Bobocel, D., Zanna, M., Garcia, D., Gee, S., &Oraziotti, K. (2011). The merit of meritocracy. *Journal of Personality and Social Psychology*, 101(3), 433-450
- Sowell, Thomas (2004). Affirmative Action around the World: An Empirical Study, Yale University Press, [ISBN 0-300-10199-6](https://www.yale.edu/library/monographs/sowell)
- Sparrow, R. T. (1994). Empowerment in the hospitality industry: An exploration of antecedents and outcomes. *Journal of Hospitality & Tourism Research*, 17(3), 51-73.

- Steinar, K. (1996). Interviews: An introduction to qualitative research interviewing. *Student literature, Lund, 8*.
- Stewart, D. W., & Kamins, M. A. (1993). *Secondary research: Information sources and methods* (Vol. 4). Sage.
- Sturm, S., & Guinier, L. (1996). The future of affirmative action: Reclaiming the innovative ideal. *California Law Review, 953-1036*.
- Supra n.1 at p. 172. There have been instances where four generations of the same family have been working in TATA Steel.
- Supra n.15. There have been instances where four generations of the same family have been working in TATA Steel.
- Tashakkori, A. & Teddlie, C. (eds) (2003) *Handbook of Mixed Methods in Social and Behavioral Research*, Thousand Oaks, CA, Sage.
- Tashakkori, A., & Teddlie, C. (1998). *Mixed methodology combining qualitative and quantitative approaches Vol. 46* pp. 1–185). Thousand Oaks: Sage.
- Taylor-Carter, M., Doverspike, D. and Cook, K. (1995), “Understanding resistance to sex and race-based affirmative action: A review of research findings”, *Human Resource Management Review*, Vol. 5 No. 2, pp. 129-57.
- The National Report of the Status of Women in South Africa prepared for the World Conference on Women held in Beijing in 1995, and South African Women on the Road to Development, Equality and Peace (Beijing Conference Plan of Action, 1995) *cited in Babita Mathur-Helm, (2005). Equal opportunity and affirmative action for South African women: a benefit or barrier? Women in Management Review, Vol. 20 Iss 1 pp. 56 – 71*
- The White House Project Report. (2009). *The status of women in leadership in individual sectors*.
- Thomas, A. (2002), "Employment equity in South Africa: lessons from the global school", *International Journal of Manpower, Vol. 23 Iss 3 pp. 237-255*
- Tinker, I. (2004). Quotas for women in elected legislatures: Do they really empower women? In *Women's Studies International Forum* (Vol. 27, No. 5, pp. 531-546).
- Tobin M, Chen L, Leathley C (2002) Consumer participation in mental health: who wants it and why? *Australian Health Review* 25 (3) 91–100.
- Torto, B. T. (2013). Affirmative Action and Women’s Empowerment in Ghana: Challenges To a growing Democracy. 3 *The Evolving Mediation Capacity of the Southern African Development Community, 1*, 141.
- Townsend, J. (1999), “Empowerment matters: understanding power”, in Townsend, J., Zapata, E., Rowlands, J., Alberti, P. and Mercado, M. (Eds), *Women and Power*, Zed Books, London, pp. 19-36.

- Tsikata, D. (2009). *Affirmative Action and the Prospects for gender equality in Ghanaian politics*. Abantu, Broadcasting ISBN: 9988-572-01-8 Wayne State University Press.
- Wagner, J. I., Cummings, G., Smith, D. L., Olson, J., Anderson, L., & Warren, S. (2010). The relationship between structural empowerment and psychological empowerment for nurses: a systematic review. *Journal of nursing management*, 18(4), 448-462.
- Welch, B. (1976). Taste Based theory of Affirmative Action, *Journal of Pension Economics and Finance* 3: 233-53.
- West, M. S., & Curtis, J. W. (2006). AAUP Faculty Gender Indicators 2006.
- Whiteford H, Buckingham B, Manderschied R (2002) Australia's national mental health strategy. *British Journal of Psychiatry* 180 210–215.
- Wieringa, S. (1994). Women's interests and empowerment: gender planning reconsidered. *Development and Change*, 25(4), 829-848.
- Wolfinger, N., Mason, M., & Goulden, M. (2009). Stay in the game: Gender, family formation and alternative trajectories in the academic life course. *Social forces* 87, 1591-1621. doi:10.1353/sof.0.0182
- Woodward, K. and Woodward, S. (2012), "Being in the academy: a cross generational conversation", *Diversity and Inclusion: An International Journal*, Vol. 31 Nos 5/6, pp. 435-451.
- Yasin, A. M. (2013). Affirmative action for women in higher education and the civil service: The case of Ethiopia.
- Zamboanga, B. L., Covell, C. N., Kepple, S. J., Soto, R. D., & Parker, K. D. (2002). White Students' Perceptions of Affirmative Action in Graduate Admission: Directions for Programming and College Personnel Development. *Journal of College Admission*, 176, 22-30.
- Zikmund, W.G. (2000) *Business research methods*, 6th edition, Dryden Press, Texas, USA