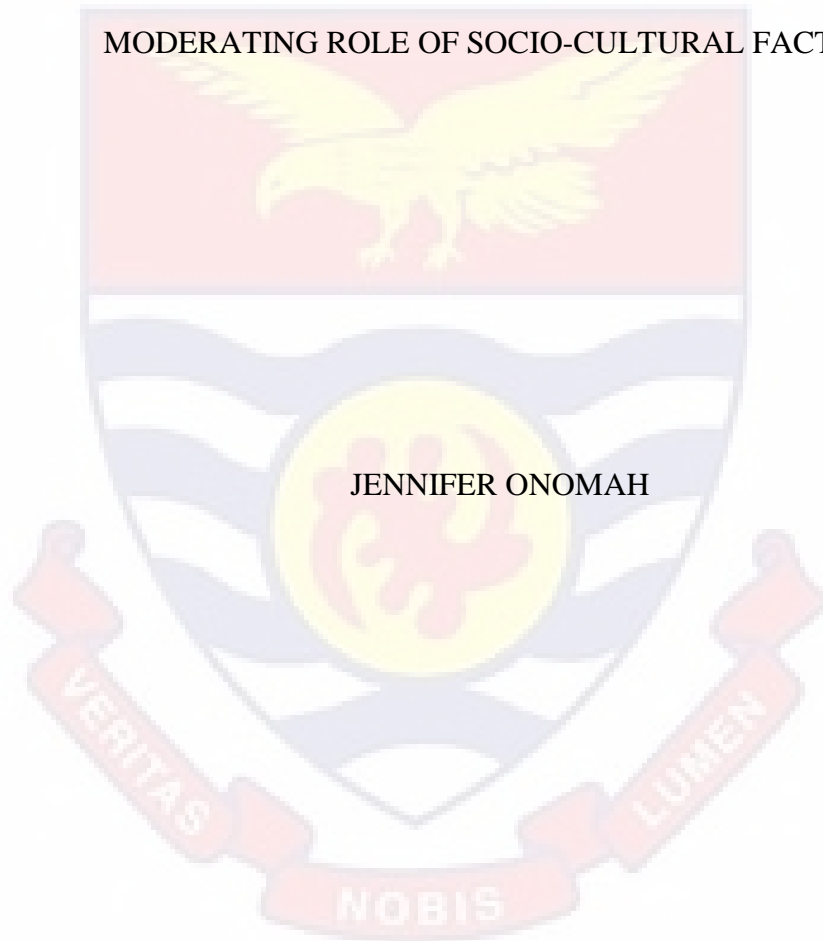


UNIVERSITY OF CAPE COAST

DETERMINANTS OF CAREER PROGRESSION AMONG FEMALE
LECTURERS IN THE UNIVERSITY OF CAPE COAST, GHANA: THE
MODERATING ROLE OF SOCIO-CULTURAL FACTORS

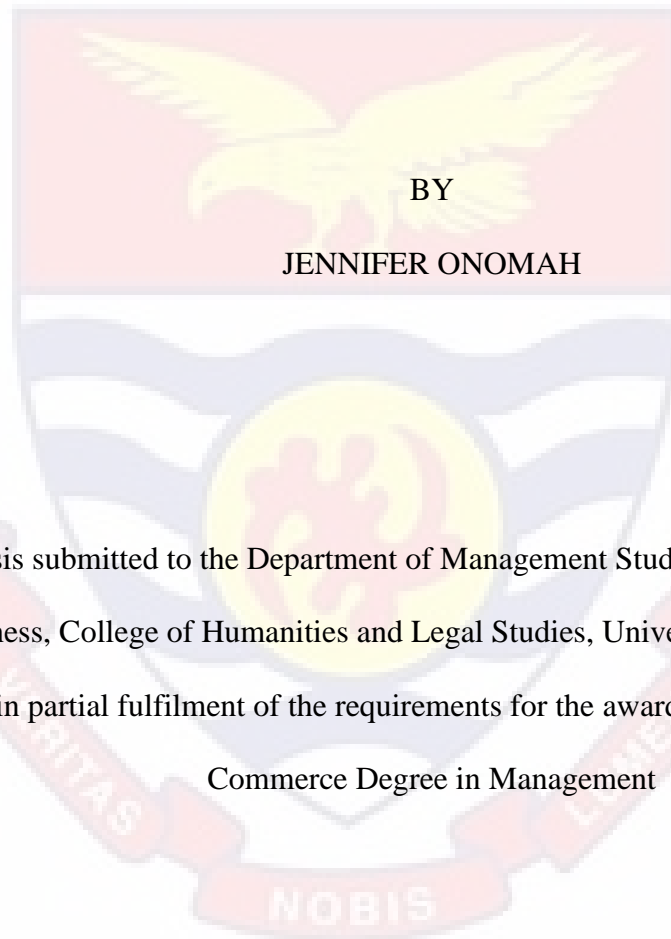


JENNIFER ONOMAH

2021

UNIVERSITY OF CAPE COAST

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LECTURERS IN THE UNIVERSITY OF CAPE COAST, GHANA: THE
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Thesis submitted to the Department of Management Studies of the School of
Business, College of Humanities and Legal Studies, University of Cape Coast,
in partial fulfilment of the requirements for the award of a Master of
Commerce Degree in Management

APRIL 2021

DECLARATION

Candidate's declaration

I hereby declare that this is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

Candidate Signature..... Date.....

Name: Jennifer Onomah

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on the supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature..... Date

Name: Prof. (Mrs.) Abigail Opoku Mensah

ABSTRACT

The study examined the effect of individual factors, organizational factors and socio-cultural factors on female lecturers' career progression in the University of Cape Coast. The sequential explanatory research design was employed for the study. Using the census sampling technique, 152 respondents were used in the study. Questionnaires and interview guide were used for the collection of primary data and respectively analysed using PLS-SEM and thematic analysis. The results showed that individual factors (self-efficacy, personality, self-perception) and organisational factors (organisational policies, availability of information, opportunities for professional development) affects female lecturers' career progression. Socio-cultural factors, which includes mentorship and culture, did not affect female lecturers' career progression in the University of Cape Coast. However, they moderated the relationship between individual factors and career progression. The study recommends that University of Cape Coast human resource programmes, policies and strategies should focus more on building the self-efficacy and self-perception of female lecturers to ensure their progression. Furthermore, adequate opportunities and information about promotion should be provided to female lecturers, as well as adopting favourable policies like work life policies by the University.

KEY WORDS

Career progression

Individual factors

Organizational factors

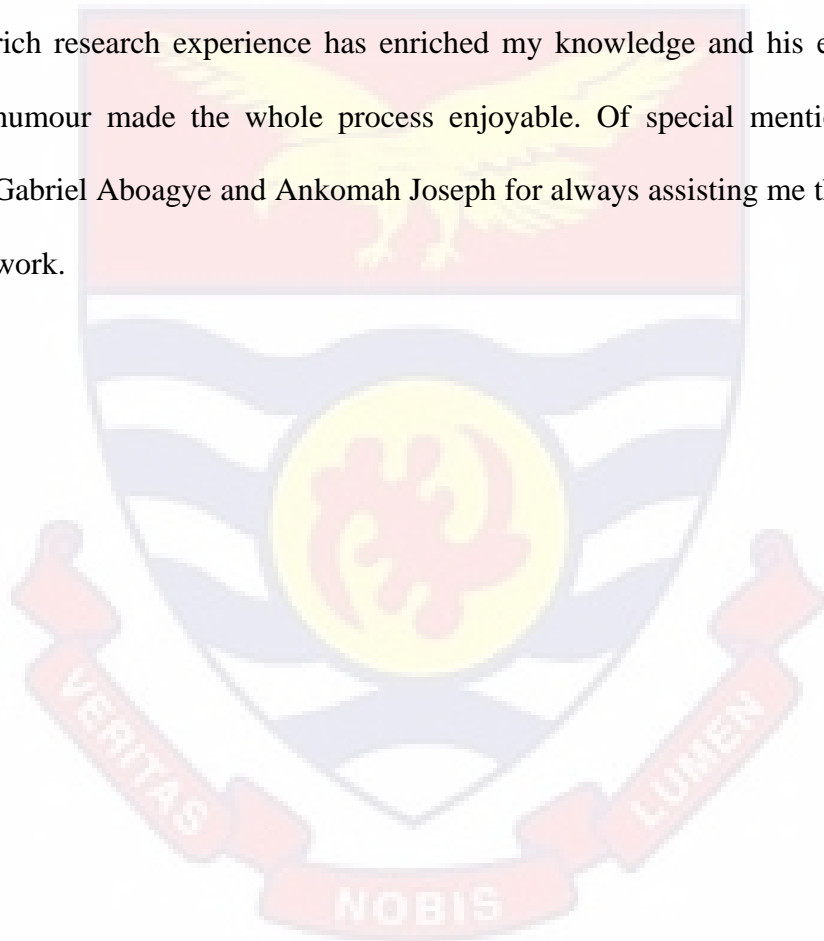
Socio-cultural factors



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DEDICATION

To my loving parents, Mr. Benjamin Opei-Larbi and Madam Ruth Onomah.



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CHAPTER ONE

INTRODUCTION

Background to the Study

In the 1970s, education was related to men and that it was their entitlement to acquire formal education or proper training (Bailey & Graves, 2016). The larger part of men was instructed, thereby, expanding their opportunity for recruitment and promotion in the businesses in contrast to their women partners, in this way making men more prominent and powerful in terms of work (Gakidou, Cowling, Lozano & Murray, 2010). A few (or no) women were allowed in the corporate environment, let alone to hold management positions, and as the working environment was controlled by men. The culture demands that men should be the breadwinners and the helms of affairs, whereas women should be treated as caring and compassionate (Adjah & Walt, 2017).

Through globalization, this traditional view has changed and parents have now realized the need to educate their daughters and support them to have a successful career (Mabokela & Mlambo, 2016). Mabokela and Mlambo again argued that globalization has played a pivotal role in redefining the role and identity of women in higher educational institutions across the world and Universities are no exception. The cultural barriers that existed earlier have now been turned into an advantage. Today, women are entering the world of work including government, business, civil society, the media, academia, health and all sectors in larger numbers and are contributing immensely to the development of their country both economically, politically, socially and academically (Naz, Khan, Mann, & Shahbaz, 2020; Kudo, 2020; Akarsu, Kurt, & Alacahan, 2020; O'Connor, 2018; Dewan, 2016).

Economically, women contribute to the economy by engaging in agriculture (Kudo, 2020). This ranges from the rearing of farm animals to the growing of crops for both subsistence and commercial purposes (Rahman & Siddiqui, 2015). Aside these, they play a very active role in the marketing of agricultural products. These activities make it possible for people living in cities and towns who are engaged in other occupations, ministries, departments and agencies to have access to food. Also, they make it possible for industries to get access to raw materials for production (Dewan, 2016). Kudo again agrees that these activities contributes directly or indirectly to increase productivity in the country's economy, because food provides energy needed by the country's labour force to work and contribute to national development. According to Rahman and Siddiqui, women help in reducing unemployment by their dominance in the trade sector. Talking of employment, women are training as many people as possible, equipping them with a skill in the beauty and fashion sector, through apprenticeship. Women's contribution to the economic growth of a country cannot be underestimated.

In the political arena, women are contributing greatly (Luquet & McAllister, 2020; Sinkkonen & Haavio-Mannila, 2018; Billah & Manik, 2017). They support political parties and play diverse roles as women organizers, treasurers, secretaries and even as flag bearers of their affiliated parties. Luquet and McAllister posit that women are playing critical roles as ministers of state, chief justice and again, provide the necessary support to their husbands involved in politics. Also, in the traditional setting, women assume positions as queen mothers to enstool chiefs. Elderly women play the role of advisers to the chiefs thereby, helping to politically govern a society. In the wake of Ghana's struggle

for political independence, women were not left out of the struggle (Sinkkonen & Haavio-Mannila, 2018).

Socially, the major changes occurring are engineered by women. Gray, Allen-Craig and Carpenter (2017) reported that our society would have been in chaos if women were eliminated from the picture. From these authors, women provide household services, such as cooking, cleaning, washing and, most importantly, shaping the behaviour and attitude of millennial generation. Empirical studies provide conclusive evidence to the fact that women who are educated contributes more to the improvement of the nutrition and health of their children than their male counterparts (Bayeh, 2016). Bayeh then said, an improved nutrition and health of children, play an important role in the achievement and advancement in their education.

Women are playing a very important role in education as well as they contribute significantly to the development of language in children (Bekana, 2019). Mothers are the first teachers to every child in terms of language and cultural norms, values and beliefs of society. According to Bekana, besides this basic role, women have now moved ahead into the educational institutions to continue impacting knowledge and shaping the younger generation. In fact, many Ghanaian females are making difference in academia. Women serve as role models to most female students and coach them to climb the academic ladder and they are the best in terms of leadership (Annan, 2020). Moreover, they occupy positions such as administrators to support the academic activities.

California-based Hagsberg Consultancy Firm reported that women executives outperform their male counterparts in forty-two (42) core management skills out of fifty-two (52) overall skills (quoted in Nmecha &

Bowen, 2015). Specifically, when female managers are evaluated by their colleagues, supervisors and managers, they rank better than their male counterparts in performance measures such as high-quality performance, target management and mentoring (Akram, Murugiah, & Arfan, 2017). Women also receive kudos because they are more cooperative, motivated and willing to share more information than many men. (Annan, 2020). Besides this, companies with more women in top management positions are financially outperforming than companies with less women (Rhode, 2017).

Despite these successes, there is still a gap between number of male and female participation in the corporate world and continually shrinking from year to year (Byrne, Chadwick & Hancock, 2019). Efforts are made by authorities both locally and internationally to ensure the inclusion of women into the job market through to handling of leadership positions (Lyness & Grotto, 2018). Governments of various countries through the 2030 Agenda for Sustainable Development has re-affirmed the disparity between men and women globally and has set a goal, specifically, Sustainable Development Goal (SDG) five (5) to promote gender equality and encourage women and girls (Nations, 2016). This is how this goal was stated:

Realizing gender equality and the empowerment of women and girls will make a crucial contribution to progress across all the Goals and targets. The achievement of full human potential and of sustainable development is not possible if one-half of humanity continues to be denied its full human rights and opportunities. Women and girls must enjoy equal access to quality education, economic resources and political participation as well as equal opportunities with men and boys

for employment, leadership and decision making at all levels. We will work for a significant increase in investments to close the gender gap and strengthen support for institutions in relation to gender equality and the empowerment of women at the global, regional and national levels. All forms of discrimination and violence against women and girls will be eliminated, including through the engagement of men and boys. The systematic mainstreaming of a gender perspective in the implementation of the Agenda is crucial ... (Page 20).

This strategy or goal is applicable in Africa. The Millennium Growth Goals were decided about 15 years earlier (Nations, 2016). They provided an important basis for development, but change, particularly in Africa, was insufficient. The change recorded in Africa was insignificant as compared to other countries in other continents (Nations, 2016). In many countries in Africa, women are still facing the challenge of inclusion (Lyness & Grotto, 2018). The new strategy (SDG) draws on the Millennium Development Goals and seeks to address what it struggled to do, in particular goals targeted to women all over Africa.

The Fourth Republic of Ghana Constitution of 1992 notes in Article 17(4) that the Parliament shall lay down laws that are equally appropriate for the adoption of policies and programs to remedy the Ghanaian society's social, economic or educational imbalances. Important progress has been made in advancing the course of gender equity in the labour market over the past decades (Kuzhabekova & Almukhambetova, 2019). Kuzhabekova and Almukhambetova again said, despite the lacks in social and patriarchal values, women have been gradually moving into professional careers and managerial

positions. Their access to education has also increased, offering various capabilities to hold senior management roles (ILO 2004). While the issue of gender disparity in schooling and employment has now been alleviated, the issues that seem to occur today, that is their progression or advancement, continue to be unsolved (Lauglo & Liu, 2019).

Varga (2019) argues that gender inequality at all levels; teaching positions and decision-making positions of women is very clear. Although, women are now more managerial and entrepreneurial than ever before (Wajcman, 2013), the situation still has a significant imbalance (Kuzhabekova & Almukhambetova, 2019). In certain areas of life, this condition continues to affect side-liner women when they are physically, intellectually, socially and emotionally impaired (Varga). More is also required in all aspects of life to maintain gender equality. Organizations that are supposed to be gender-neutral are in fact, so gendered that it is assumed that becoming a woman is a disadvantage to job advancement (Boateng, 2018).

Ironically, in educational establishments like the University where gender representation is learned and propagated, there is a huge disparity between the number female faculty and the male faculty in the departments and in leadership positions (Boateng, 2018; Britwum, Oduro & Prah, 2014). Britwum, Oduro, and Prah claim that public Universities are gendered in decision making and are dominated by men in all fields of decision-making. Boateng again said, for committees and boards of Universities, there is a limited proportion of females above the 33.3% crucial threshold get by the government of Ghana, of which this situation is prevalent in all other public Universities in Ghana

The creation and determined survival of women in Universities and today's high-flying jobs depends on their ability to face and fight formidable challenges, some of which are too difficult to overcome, and others are less difficult (Boateng, 2018). Lecturers are essential components in the educational institutions as they affect the expertise and skills needed by students in the different. There cannot be an underestimation of the value of career advancement or progression in an organisation. The key explanation why people tend to be dissatisfied and intend to leave their job has been because of lack of career progression and limited new opportunities (Fanimihin & Popoola, 2013).

Pastor and Mayo (2008) clarified that women would like to step up their jobs as much as possible to be one of the most successful practitioners. Fanimihin and Popoola noted that designing and training individuals for greater challenges is the core of career progression. It also helps women recognize different positions and abilities they can learn to fulfil their current responsibilities in an organisation. In addition, the authors claimed that the progression of an employees' career leads to achieving a degree of independence that offers stability, happiness and, above all, a sense of professional satisfaction. In addition, the prestige and control that comes with the work would inspire her.

Akpinar-Sposito (2013) has demonstrated that women are eager and capable of leading their careers, but few of them are able to take on top management positions, whilst it is difficult for people who can take on senior roles to progress their careers. Efforts by previous studies revealed that, despite their expertise, abilities, competencies, preparation and experiences, a range of decelerating factors impact on women's career progression (Datta & Agarwal,

2017). Metcalfe (2008) study on relationship between female governance and globalization in Middle East, it was discussed that social factors, organisational factors in the workplace affects women.

Haile, Argaw, Ayalew and Kuma (2016) explored and discussed many obstacles faced by eligible women and deprived them the ability to hit the top of their organisations. They described corporate structures, gender roles, the inability to focus on women's expertise, the national cultural inequalities, social causes, policies, job habits, male chauvinism, the transfer of women to positions in the administration of human resources, discrepancies between men and women 's pay and political influence as significant obstacles to advancing women's career. Any of these problems lead to job tension and a weak relationship between work and family life among female lecturers in Ghana (Galbraith, Fry, & Garrison, 2016).

Datta and Agarwal (2017) in their work incorporated and classified the factors affecting female advancement in the organizations into organizational factors, socio-cultural factors and intra-personal or interpersonal factors. Whilst Adhikary (2016) categorized these factors into individual factors, organizational factors and societal factors. For this study, these factors are classified as Lent, Brown and Hackett's (1994) social cognitive career-theory in three categories, including organizational factors, individual factors, and socio-cultural factors.

Organizational factors are the variables originating from the institution that impedes women's career progression. Can include the size of the organisation, the number of female colleagues (gender bias), biased organizational culture, discriminatory human resource policies and the

organisational structure, etc. (Adegbaye, Okorie, Wagwu & Ajiboye, 2019; Amponsaa-Asenso, 2018). Okurame (2014) opined that employers consider career progression as a source of capital and a competitive strain to the organisation while employees perceive career progression as an opportunity to gain motivation at their workplace and enhance their financial security. In which way, career progression is imperative for organization's effectiveness, therefore, taking the necessary precautions and strategies in ensuring employees' career progression is paramount.

Other militating factors are the socio-cultural factors. The society women find themselves poses some factors that has the tendency to support or thwart their progress. They are factors emanating from the environment or area such as gender roles or family obligations, culture, connections with colleagues, such as informal interactions with University staff, coaching, mentoring and support. (Machiridza, Kihonge & Ochieng, 2016). As per Tarimo and Swai (2020), work-family conflict, culture, gender roles, a lack of mentors, role models, limited opportunities, and networking are indeed factors that discourage female lecturers from advancing to senior positions. Women lecturers do not have adequate networking and recognition opportunities; they also lack mentors and face many negative attitudes (Malelu, 2015). Mentoring and coaching are also important tools for the progression of women's careers (Seraj, Tsouroufli & Branine, 2015).

The three main individual factors influencing career progression are self-efficacy, performance expectations and goal orientations, which Lent, Brown and Hackett (1994) stressed. The creation of career goals and interest relies on both self-efficacy and anticipation of success (outcome expectation).

Successful individuals who are efficacious and can predict good results may cultivate an interest in their professions most likely. People prefer to define targets that reflect their views on their specific strengths and the effects they expect from this particular course of action (Lent, Brown & Hackett, 1994).

In the quest to mitigate this situation, there was the formulation of the Affirmative Action (AA) policy by government in the year 1998, set quotas for 40 percent female representation on boards, Commissions, Councils, Committees and Official Bodies, 40 percent in parliament, and 30 percent of the membership of District Assemblies (Mensah & Frempong, 2018; Bukari, Apusigah & Abagre, 2017). At present, this goal has not been met, as is clearly seen in public Universities (Ayentimi, Abadi, Adjei & Burgess, 2020). The decision-making process is still gender in public Universities with men leading any room in decision-making, even as the proportion of female lecturers rising over the years (Gajigo, 2016; Taylor, 2016).

These inconsistencies indicate the need to resolve labour force problems relating to women in professional career and better recognize policy and execution discrepancies in the labour market and ensure greater competitiveness in the workplace, corporate engagement and retention of female workers (Haile, Emmanuel & Dzathor, 2016).

Statement of the Problem

While women make up 50% of the world's working population, their numbers in leadership positions continues to shrink across most regions, especially Africa, both in the public and private spheres (Bratton, 2020). Sommerlad (2016) notes that apart from entering the paid labour market, women are also becoming career oriented and many are aspiring for managerial

and professional roles. Globally, there is also a major difference in the expected gender balance for women and men and the actual situation in leadership practice (Bratton, 2020; Hassan, Mirza & Hussain, 2020; Severini, Felici, Ferracuti, Pretaroli & Socci, 2019; Zarif, Urooj & Gorchani, 2019).

In academia, the situation is prevalent. Available statistics indicates that of the teaching and Research faculty in public Universities in Ghana, approximately 73% are males while 27% are females (Boateng, 2018). Of which this little percentage cannot be found in leadership positions (Boateng). In addition, out of one hundred and twenty-six (126) leadership positions in UCC, only 17% is being occupied by females with 83% is held by males (Directorate of Human Resource (UCC), 2020). According to Yeboah (2017), only three (3) of UCC's 68 committees and boards have female ratios beyond the critical 33,3%.

Moreover, in the University, there exist well-defined criteria for advancement through the academic ranks (Winslow & Davis, 2016). Upward mobility or progression is dependent on one's productivity in areas such as research publishing records, teaching and community services (Winslow & Davis). This seems presenting equal chance for both men and women to progress, as the set criteria portrays no gender bias. Blazey-Martin et al., (2017) maintained that, even if it controls individual characteristics as age, education, tenure, experience, women have significantly less promotion rates than men in all ranks of corporate hierarchy. On the average, female lecturers in Ghana earn their first promotion approximately within nine (9) years and can be as high as 12 years whilst approximately 8years for male lecturers in the same University (Boateng, 2018).

Evident in the University of Cape Coast (UCC), out of a total population of seven-hundred and thirty-one (731) lecturers, 78% are males and 22% are females (Directorate of Human Resource (UCC), 2020). Among these 78% (N=571) males, 11% are Assistant Lecturers, 31% Lecturers, 41% Senior Lecturers, 12% Associate Professors and 5% Full Professors. Also, out of the 22% (N=160) female lecturers, 25% occupy the position of Assistant Lecturer, 42% as Lecturers, 24% as Senior Lecturers, 8% as Associate Professors and 1% being Full Professors (Directorate of Human Resource (UCC), 2020).

It is clear from these statistics that the gap at the Assistant Lectureship and Lectureship position is close for male Lecturers and female Lecturers, but the gap widens drastically as they approach the ultimate position (Full Professorship) with the percentage of women decreasing. Women in academia are clumped at a lower level (Bratton, 2020). Broadbent, Strachan and May (2017) have shown that the proportion of men and women in academics is equal once they reach the level of a lecturer. They again contend that the gender gap widens significantly in the ranks of senior lecturers, with more men earning associate professorships than women, and that the largest gender disparity is apparent in full professorship positions. A significant portion of the promotion gap remains unexplained as it is not clear why there are few women attaining Full Professorship, Associate Professorship and Senior Lectureship in UCC (Agyapong, 2018).

Much studies have been conducted to investigate the career progression of female lecturers in the Universities (Ugwu, Kekeocha & Chukwu, 2018; Boateng, 2018; Datta & Agarwal, 2017; Njiru, 2016; etc.). However, these studies adopted less robust statistical tool like statistical package for social

sciences (SPSS) and analysed data only to the descriptive level neglecting the inferential statistics. Descriptive statistics which include mean, frequencies and standard deviation, etc. does not allow for generalization and also cannot be based on for policy formulation. Also, there is no study in the Ghanaian University. Therefore, this study attempt to adopt both the quantitative and qualitative approach to help in policy formulation and generalisation in the Ghanaian context.

Purpose of the Study

This study seeks to determine the factors that effects female lecturers' career progression.

Research Objectives

Specifically, this study seeks to:

1. examine the effect of individual factors on female lecturers' career progression in UCC
2. assess the effect of organizational factors on female lecturers' career progression in UCC
3. determine the effect of socio-cultural factors on female lecturers' career progression in UCC

Significance of the Study

This study will have numerous benefits to several stakeholders of the University. Stakeholders includes the government, management of the University, female lectures, female students and families of the female lectures. To the government, being the major policy maker will have a basis to formulate good policies to ensure women advancement in the country. To the University management, this study will provide a better view of the challenges that female

lecturers face in their career, as the findings will enhance awareness of the obstacles that impede the career progression of female lecturers and establish proactive methods to attract woman to senior roles and tap into their capacity.

Again, female lecturers stand the chance of benefiting from the policies to be formulated and implemented by the government and the University management, as it will ensure the smooth progression in their career. The families of the female lecturers also benefit when the women progress through their career to receive more salary and provide the needs of the family. This study will also, help to motivate female students as they will see more females in higher positions which they can look up to in their area of interest and receive more mentorship and coaching from them. As well as would serve as a secondary source of data to future researchers.

Delimitation

This research focused on career progression as a strategic effort to keep companies in the emerging market competitive. This research was constrained by the fact that it was the case with the University of Cape Coast. Within this organization, a number of selected staff members were involved in the research. A larger sample of various entities could not be used because of financial and time constraints. Consequently, the results could not be applicable to all organisations in Ghana.

Limitation

Among the many benefits of this review, there are several drawbacks. Loadings for most of the items in the career progression scale were poor. A total of 10 items fell to three (3) items because their loadings were below the 0.7 threshold and did not feature in the final model. The scale adapted was a

reflective indicator, which implies that we need a good relationship between all the sub-items. Although, it is a disadvantage to reflective factors, objects can be discarded.

Definition of Terms

Gender: refers to the attitudes, feelings, and behaviours associated with a person's biological sex in a given culture.

Career: an occupation or a profession that usually involves special training or formal education an individual decides for his/her self and is considered to be a person's lifework.

Career Progression: refers to the upward movement or advancement made by people in a particular job.

Glass Ceiling: artificial barriers in the workplace based on attitudinal or organizational bias that prevent women from rising to positions of leadership in their organizations

Organization of the Study

The study was grouped into five parts. Chapter one looks at the introduction, which includes the background, the statement of problem, the objectives, research hypothesis, significance of the study, limitation and delimitation, as well as the organisation of the study. The review of related literature on the subject under research and theories are discussed in Chapter 2. Chapter three focuses on the research methods, the sampling technique, data collection and the statistics used in analysing data. Chapter four describes the results and discussion. Finally, Chapter five takes conclusions from the results and makes a set of suggestions.

Chapter Summary

So far, this chapter elaborated on the background of the study from the global perspective through to the national level to the study area, and making emphasis on the problem under investigation. The purpose of the study, limitations and delimitations were also highlighted.



CHAPTER TWO

LITERATURE REVIEW

Introduction

The study is focused on the effect of individual, organizational and socio-cultural factors on career progression of female lecturers in the University of Cape Coast, Ghana. This chapter presents the theoretical framework, conceptual framework, empirical review and finally, conceptual framework of the study.

Theoretical Framework

A number of theories try to explain the different situation in the labour market for men and women. Theories based on women's deficiencies in management positions have been formulated and discussed over time (Savickas, 2005; Morrison & VonGlinow, 1990). Caroline Moser built one of the most widely used structures that focused on gender roles, gender needs, gender policies and the planning of growth. Moser's paradigm is deeply rooted in conceptualizing planning, discussing social inequality and fostering women's empowerment. Among the many theories and conceptual frameworks with regard to women includes the social cognitive career theory.

Social Cognitive Career Theory (SCCT)

Social cognitive career theory (SCCT) is a relatively new theory developed in 1994 by Lent, Brown, and Hackett to explain three interconnected aspects of career progression: (1) the development of fundamental academic and career interests, (2) the making of choice in education and career and (3) the achievement of academic and career success. SCCT is a central theory of cognitive and motivational mechanisms focused on Albert Bandura's general

social cognitive theory, expanded to encompass the study of many fields of psychosocial activity such as psychology, health behaviour and organizational development. The SCCT identifies the interaction between personal attributes, external environmental factors and career progression behaviour.

SCCT's underlying premise is that people will probably become interested in and choose to conduct activities with strong self-efficacy, as long as they have the skills and environmental support, they need to conduct these activities. Thus, SCCT has provided a useful mechanism for researchers who have examined the role of the individual and social context in career advancement through cognitive variables. SCCT acknowledges the role of personal agency in the career decision-making process, as well as the impact of both internal (dynamic dimensions of self-behaviour) and external (contextual) influences on personal agency to achieve career goals. The first aspect consists of three closely associated variables: the principles in self-efficacy, outcome expectations and goals. Self-efficacy refers to an individual believe in his or her ability to display a certain behaviour or course of action. Self-efficacy is thought to be derived from four primary sources of information: personal achievements, vicarious experience (e.g., observing similar others), social persuasion, and physiological and emotional states. Personal accomplishments (successes and failures of specific tasks) provide a persuasive source of effective knowledge. However, the nature of the social models and the affirmation of the messages one is privy to and the type of physiological state one encounters when engaging in specific tasks (e.g., low levels of anxiety) can all affect ones' self-efficacy with respect to performance domain.

Outcome expectations refers to confidence in the consequences or results of individuals' actions (e.g., what happens if I do this?). The decisions people make about the tasks they will partake in and their commitment and engagement in these practices, include awareness of the result as well as the confidence in self-efficacy. People, for example, are more likely to choose to participate in activities if they believe their participation will result in valuable, positive outcomes (e.g., social and self-approval, tangible rewards, attractive working conditions). The motivation, initiative and perseverance of individuals and their overall achievement are, according to SCCT and wider social cognitive theory, partially determined by their self-efficacy and outcomes expectations.

Personal goals are the wish to participate in a certain work or to achieve a certain amount of achievement (for example, to obtain an A for a certain training course). These two types of priorities are referred to in SCCT as choice goals and performance goal respectively. By defining targets, individuals tend to coordinate and direct their own actions and maintain it in the absence of more urgent positive feedback. Social cognitive theory indicates that goals are essentially related to both self-efficacy and performance. People prefer to define targets that reflect their views on their specific strengths and the effects they expect from this particular course of action. Success or failure to attain personal goals in turn becomes essential knowledge to change or affirm their self-efficacy beliefs and expectations.

The second component consists of external considerations like social and contextual factors. These factors relate to the degree of support (e.g., family, financial and emotional), barriers (e.g., lack of funds, insufficient levels of

education, inadequate information), and opportunities open to the individual. It has been established by Lent et al (1994) that these contextual and social influences promote, hinder and form the career path of individuals. It is important to remember that if people have access to organizational and social support, and resources to accomplish their goals, their acts are more likely to be geared towards achieving their goals (Cummings et al., 2008; Lent & Brown, 2006). When emphasizing individual factors such as self-awareness and adaptability dimensions, Hall (2002) acknowledged the important role of organizations in individual career.

Research from Orpen (1994) employee's performance in companies with structured career development policies are promoted rather than organisations without policies or merely informal policies. Employees are more likely to be effective in their jobs where companies, for example, build suitable career options and arrange adequate training and development programs for their workers, have the requisite support that is usually beyond their influence. Employees can achieve intrinsic career success rather than just pay raises and promotions. Employees can achieve professional achievement more than simply salary increments and extra promotions.

SCCT proposes conditions that increase the likelihood of people being able to pursue their interests, as well as conditions in which interest may have to be sacrificed when making career-related decisions. An individual making these choices requires some supporting personal qualities. Female lecturers are required to teach, research and engage in community activities as basis for their promotion in the University, (UCC, 2016). To be able to effectively perform these responsibilities, an individual requires both analytical ability, influential

skill, communicative, interpersonal skill, multi-tasking, hardworking, good personality, good self-efficacy, intelligence, interest, coping ability, etc. (Lent et al, 1994). They may come naturally, and others are acquired through experience (Ayub, Khan & Khushnood, 2019). The authors again said, some innate qualities of an individual may not be of benefit to an individual in the field of work but for other areas. The unfavourable qualities a female lecturer may have an effect on her ability to perform as compared to others which eventually affects her chances for promotion (Ayub, Khan & Khushnood, 2019).

However, a female lecturer having the abilities to perform her responsibilities easily would have to battle with some organizational factors or barriers (Gunavathy & Suganya 2007). The policies of the University, the workload given to a lecturer, the organizational structure, organizational politics, the systems instituted, the kind of information provided, the motivation and opportunities created etc. do affect female lecturers career when not favourable (Marks et al, 2019). The onus now lies on organizations to institute an enabling environment that can support the individual, taking into cognizance the gender difference.

Moreover, the environment in which lecturers find themselves generates some socio-cultural factors that has an impact on their career progression aside their personal ability (Rossi, Venable & Walsh, 2011). Individuals are born into societies and live in these societies for number of years. From the society they live, there are some factors that encourage their advancement and progression in their career as well as some factors that thwart their career progression (Rossi,

Venable & Walsh, 2011). These factors include the ideas of people we live with, the culture, our family, beliefs, stereotypes etc.

Rossi, Venable and Walsh (2011) pointed out that at some point in time, the scope of our society expands as we join institutions or organizations. And with that how an individual has been socialized in the society, transcends into how she relates with others in the workplace. Therefore, we see some of these social constructs manifesting among individuals in the institution. Therefore, institutions have a stake in encouraging this social relationship through mentorship, coaching, etc (Rossi, Venable & Walsh, 2011). Females assume added responsibilities like the roles and duties they perform in the family (Anyakoha, 2013). The blend of work and family, could create conflict that is work- life conflict.

When a conflict arises, it becomes very difficult for the female lecture to excel either in the family or work, so the woman now has to choose where to concentrate (Njiru, 2013). Our society demands that the woman concentrates on the family at the expense of work (Anyakoha, 2013). Some managers also believe that women with families are unable to utilize their full potentials well and feel compelled to make career trade-off because of work-family conflict, making it difficult for women to work hard to progress at work (Njiru, 2013). This is to say that individual factors, socio-cultural factors and organizational factors greatly influences career progression of female lecturers as suggested by the social cognitive career theory.

The limitation of the SCCT is that, where this may not be true, the model assumes that environmental changes automatically result in changes to the

person. It has been criticized for being disorganized and based solely on the dynamic interplay of person, behaviour, and environment.

Conceptual Review

The concepts to be defined are career progression, socio-cultural factors, individual factors and organisational factors.

Career Progression

According to London and Stumpf (1982), career progression is not just the upward move through the hierarchy of organizations or an increased pay but include the changes that lead to 'greater work and a greater feeling for self-worth and psychological success; feelings of competence, mastery and performance; and the achievement of organizational rewards like money, power, prestigiousness and status. Desimone, Porter, Goenheim, Yoon & Birman (2002) defined career progression as a continuous process through which a number of steps, each with its relatively unique set of issues, themes and tasks carried out on an individual basis. Alternatively, career progression is defined as “the evolving sequence of a person’s work experiences over time” (Arthur, 2008) which can be seen to be consistent with the Oxford’s English definition of progression.

Recently, Rosenberg (2018) defined career advancement as upward progression of one’s profession. With the exception of Desimone and other’s definition, all other definitions neglected issues that comes along, for this reason Desimone et al., (2002) definition of career progression was adopted for this study as it recognizes the issues that pertains to career progression, which happens to be the major challenge under investigation and not only the upward advancement.

Socio-cultural Factors of Career Progression

Fulgini (2014), as the collection of attitudes and behaviors related to the provision of support, assistance and respect for family members, explained social factors. Socio-cultural factors include childcare, family responsibilities, perception problem, cultural beliefs, attitude towards women, dating and marriage, (Abidin, Ponnu & Marzuki, 2006). Anyakoha (2013) identified female role and responsibilities to include the following; bearing children, preparing food for the family, caring for family members, making financial contributions, supporting her husband in teaching their children the culture of the society, mentoring of children, correcting misbehaviours and acting as a role model.

Inferring from the above, socio-cultural factors used in this study refers to the interpersonal relationship between individuals, such as network and mentoring relationships; the support gained both from family and colleagues; the role played in the family, e.g., caring for the family; stereotypes e.g., gender misconceptions and discrimination from the society; culture and the part of social construct that has transcended into the organisational setting.

Individual Factors of Career Progression

From the SCCT, individual factors have been referred to as self-efficacy, which refers to self-perception, individual beliefs about their abilities and people's judgments about their own ability to organize and execute courses of action required for the achievement of designated types of performance (Bandura, 1986). Brownell (1994) identified hard work, fairness, capacity to motivate others, determination, calmness, assertiveness or competitiveness, enthusiasm, intelligence, detailed orientation and skills (communication skills,

leadership skills, etc.) as individual factors. Specific considerations include age, marital status, number of children and level of education (Gunavathy & Suganya 2007).

But for the purpose of this study, Bandura's definition of individual factors will be adopted as it is grounded in the theory underpinning the study, the social cognitive career theory.

Organizational Factors of Career Progression

Abd-Aziz and Ramli (2010) identified several organizational factors that influences career progression, they include salary level, promotion opportunities and climate management. Williamson (2008) cited recruitment and selection processes, working hours, organizational policies as some organizational factors. Other scholars have firmly suggested that there are recurrent organizational challenges such as a female-unfriendly working atmosphere that requires all-time jobs and on-call activities (Carnes, 2008) overtime, irregular shift work, inflexible work schedule, (Stier, Lewin-Epstein & Braun, 2012). This study considers all the definitions by earlier researchers as outlined above.

Criteria for Promotion of Lecturers at UCC

The promotion criteria for lecturers in the University of Cape Coast. These criteria are applicable to both male and female lecturers from Assistant Lecturer to Lecturer; from Lecturer to Senior Lecturer; Senior Lecturer to Associate Professor and Associate Professor to Full Professor (University of Cape Coast, 2016). Seeking Promotion from Assistant Lecturer to the Rank of Senior Lecturer, one must firstly, possess a PhD in the relevant field of specialization and must have been upgraded to the rank of Lecturer. Secondly,

must have at least six years teaching/research experience in the University or analogous institution as an Assistant Lecturer with at least one year being post PhD qualification teaching/ research experience. Thirdly, have at least six or nine publications in relevant area of specialization since appointment as Assistant Lecturer (University of Cape Coast, 2016).

A candidate seeking promotion from the rank of lecturer to the rank of Senior Lecturer must: firstly, have been engaged in University teaching, research and community service as a Lecturer for at least four years. Secondly, have at least five refereed publications or evidence of acceptance of publications by an Editorial Board (University of Cape Coast, 2016). The following conditions must be satisfied by a senior lecturer seeking promotion to an associate professor: " Must be a senior lecturer/senior research fellow for at least four years in university teaching, research and community service (University of Cape Coast, 2016). Candidates seeking promotion from Associate Professor to the rank of Professor must satisfy the following conditions: must have been an Associate Professor for at least two years and also have at least twenty (20) refereed publications, eight (8) of which must be published after appointment as Associate Professor (University of Cape Coast, 2016).

From this criterion, both male and female lecturers are to jump the same hurdle to move to the next stage of their career. Though, this portrays equality, equity is not portrayed. Considering the gender issues and other factors women face both in the society and the organisation, women will obviously not be able to climb at par with their male counterparts.

Empirical Framework

A lot of research has been published about the lack of women in many occupations. Literature focused on problems that women face in the workplace and impede their upward mobility. A popular word "glass ceiling" has been used a lot in literature. Jackson and O'Callaghan (2009) described the glass ceiling as structural obstacles based on attitudinal or interpersonal prejudice in the workplace that prohibit women from rising to leadership positions in their organizations. The word glass ceiling is extended to the glass cliff, indicating that women are more likely than men to find themselves on a glass cliff (Haslam & Ryan, 2008). However, this theory suggests that there are obstacles that are both elusive, clear and solid enough to keep women from rising up the management ladder (Jamali, Sidani & Safieddine, 2005). Previous research identified numerous factors that create this glass ceiling to include individual, organizational and socio-cultural factors (Adhikary, 2016; Ebere, 2016; Napasri & Yukongdi, 2015).

The Effect of Individual Factors on Career Progression

Individual factors or 'person-centred' variables linked to women's personality characteristics, confidence, self-efficacy, etc. have been described as a career obstacle for women (Rijal & Wasti, 2018).

Self-efficacy affects a person's ability to progress. A new research on the career progression of female academics at public universities found that low self-confidence is a factor that discourages the career progression of female academics to senior positions (Tarimo & Swai, 2020). Baker (2010) argues that women frequently have less confidence in their intellect and ability than men do. It is understandable that women are not as optimistic in improving their

persuasive skills, but they also feel more enthusiastic about their academic careers once they know they have management support (Harris, Ravenswood & Myers, 2013).

In order to have successful careers in such male-dominated environments, there is a need for women to have stronger academic and relational self-efficacy values than in other disciplines (Zeldin & Pajares, 2000). The authors believe self-efficacy beliefs allow individuals to feel assured that they could persevere in others to conquer challenges and to be resilient under unfavourable circumstances. Zeldin and Pajares posit that the root of self-efficacy is the confidence in women's relationships that enable them to build confidence.

Another factor is hard work. According to Rijal and Wasti (2018), individual factors such as career preferences, the sacrifices made by an individual in education, the skills and hard work have a significant positive impact on women career progression. An extant study by Zhong, Couch and Blum (2011) shows that hard work is a facilitator to female career advancement. Therefore, hard work has as an individual factor of career advancement (Hassan, Baharom & Mutalib, 2016).

Posholi (2012) examined the factors affecting career advancement of women in senior positions in selected government parastatals in Lesotho, South Africa. The goal of the research was to explore factors affecting women's career progress. The targeted audience of the research consists of women in upper management roles and the sample size was 100. The study employed descriptive surveys and questionnaires as instruments for data collection. Primary data was

analysed using bar charts to generate study results. The study found that lack of hard work negatively influences career advancement of women.

An ongoing study by Zhong et al. (2011) shows that hard work supports women's career progression. A female department head at the Nigerian university said, "*But if you are working hard, you can also move on, so no one is able to take what you are owing when you are hard at work*". Clearly, hard work can help to overhaul the difficulties of female lecturers in the advancement of their career in university through qualification, publication and attendance (Hassan, Baharom & Abdul, 2016).

Woo (2018) examined the effect of personality traits on career. Extraversion and emotional maturity combined contributed for disparity in careers. The descriptive nature of this study lacks the basis for inference. In other words, it does not help to provide a clear explanation of the influence of the individual trait or factors on their professions. Specific influences such as career aspirations, individual investment in education, personality traits and professional expertise have had a substantial positive influence on the career progression of working women. Rijal and Wasti (2018) found this in their study on "Factors that affect the career advancement of working women in health services": A case from Kathmandu Valley in Nepal".

A research conducted by Yang and Chau (2016) explored the association between personality styles and career advancement. Results suggested that there was a relationship between styles of personality and career advancement. A case analysis by the Alkhelil (2016) exploring the relationship between Personality Characteristics and Career suggested that there is a no association between

personality characteristics and career development. The inconsistencies in the findings of earlier researches require more studies to ascertain more insight.

The way people view themselves (self-perception) is important in shaping their future and in shaping their careers (Engel, Burg, Kleijn & Khapova, 2017). Engel, Burg, Kleijn and Khapova agrees that in our preference of profession, our propensity to be lower or superior may be a breakthrough. Adler explains human beings as seeking constantly to take the full (superiority compound) in his personal psychology theory. Regardless of our socio-economic problems, change in sustainability is continuously underway (Savickas, 2012).

Research has shown that many self-descriptive statements on perception can seem solely under private stimuli which make people chose based on their own convictions, priorities, and supported values (Demetriou & Kazi, 2013). To discover and label stuff in our world, a certain theory of life has to be preserved and this may be our self-examination or conviction or still from the point of view of the people (Savickas, 2012). Ndi et al. (2020) explored the impact of self-perception on postgraduate students' career ambitions at Buea University. The research used the nature of descriptive surveys. The data was analysed by means of a thematic analysis that involved the transcripts and coding phases of the interview. The report demonstrated that self-perception affects career.

H1: There is a significant positive effect of individual factors on female lecturers' career progression

Organisational Factors Affecting Career Progression

Workload has received much attention for its significant effect on academicians' career progression because academicians have complained

frequently of work overload (Pienaar & Bester, 2008). Extended anecdotal studies and empirical studies have linked a heavy workload with several negative results in organizations (Jamil, Ahmad, Gharib & Ghouse, 2016). Bosanquet, Mailey, Matthews and Lodge (2017) researched on the topic “Redefining ‘early career’ in academia: a collective narrative, using a total of 522 completed responses from women in universities, analysed qualitatively identified the theme workload as a major factor that affects progression of women.

Adegbaye, Okorie, Wagwu and Ajiboye (2019) researched on workload as correlate of publication output of academic librarians in universities. One objective of the study was to investigate the effect workload on librarians’ publication output. The study revealed that academic librarians have a heavy workload and that their workload has a negative effect on their publishing results. This study has contributed to works in this area but the descriptive analysis alone does not properly fit, as the fourth objective of the study sort to find the causal effect of workload on publication output which could have been properly analysed using inferential statistics.

Hassan, Baharom and Mutalib (2016) looked at the institutional obstacles and career advancement of female academic workers in Nigerian universities. The research followed a qualitative approach and interview as a data collection method. The research population composed of female academic workers from various Universities in Nigeria. Purposive sampling technique was used in the selection of seven respondents and analysed data using the thematic method. The study showed that the administrative barrier (such as

excessive workload) has a significant effect on the career progression of women academic staff.

Abidin, Ponnu and Marzuki (2006) analysed women in the accounting profession, their views of their career barriers within their organisation, and described potential explanations for women leaving their company and strategies to maintain them. Seven measurable frameworks were established: the exclusionary environment; family responsibility; employment benefits; workplace flexibility; organizational policies; work stress and job demand. A multiple regression analysis was used to explain the effect of women's perceptions of impediments on career progression. With the exception of job stress, which tended to be significant in isolation from career progression, most observations on the exclusionary environment, family responsibilities, employment benefits, workplace flexibility, organizational policy, job stress and demand for jobs have not shown any significant connection with the career advancement of women.

Organizational Policies is another organisational factor that affects career progression. Sharma and Dhal (2016) argued that the policies of organizations are to improve and maintain greater participation, knowledge, motivation and skills development of the employees. Sharma and Dhal again said this have a detrimental impact on women's career progression. Since men typically occupy positions of authority, personnel practices and work organizations tend to represent men's lives and therefore, clash with women's life experiences (Blair-Loy & Wharton, 2002). Findings by Akpebu Adjah and Van der Walt (2019) revealed that women in their various public universities cannot meet the promotional requirements that led to steady improvement in

their career and even stagnant careers. Alwazzan & Al-Angari (2020) revealed that women's leadership emergence was hindered by policies relating to promotional requirements such as research productivity and educational credentials.

On a contrary, Abidin, Ponnu and Marzuki (2006) revealed that policies formulated by organizations do not have any significant correlations with career advancement of women. In contrast, MN and Mukulu (2012) posits that human resource policies relating to recruitment, selection and promotion happens to be the most significant impediment to women career advancement. Policies regulating employees in various institutions require attention especially to lecturers in Universities. Rijal and Wastib (2018) investigations revealed that women are faced with discriminatory actions when it comes to promotions, organization structure and working hours which stems from the policies the organizations. The study adopted the cross-sectional mixed-method approach. However, the mixed-method employed did not provide enough insight into the influencing factors to career progression as the quantitative data was analysed descriptively whilst qualitative reported in themes.

The other factor is the perception of management towards women's Career Progression. Many employers have a derogatory attitude towards women's occupation, as well as employment (Njiru, 2013). In both training and employment, women are discriminated against both openly and secretly by employers. In some cases, employers do not want to hire, recruit or promote women (Njiru). Employers often have traditional views on whether men or women are suitable for certain jobs and are sometimes unable or unwilling to take flexible working and child care issues into account to favour women.

In addition, there is an understanding that married women with little children cannot be the best employees, because they spend working time to raise their young children (Njiru, 2013). Few workers offer flexible working hours in typical male jobs, but many do not. Again, the clear opinion persists that some professions are regarded by default as unacceptable for women with childcare obligations and therefore obstruct the advancement of women's careers to their preferred work. Women are asked several questions about their personal lives during interviews, which are taken into account in recruiting decisions. The mentality of the boss towards women is strongly evident in that they consider that family life impacts their careers. With this attitude, it affects the way they think towards female lecturers, in the sense that they fail to create opportunities and provide information necessary for women career progression (Njiru, 2013).

Limited opportunities for women are also a factor affecting women career progression. Barbara Annis, a world-renowned gender specialist, says women often feel neglected at business meetings that lower their chances for career opportunities. Men take advantage of social events outside the office that restrict their women and use the chance of networking with potential supervisors which present them with more opportunities. Opportunities like trainings, occupying positions, recommendations, etc. The findings by Tarimo and Swai, (2020) revealed that limited opportunities discourage career progression of female academicians to senior positions. The contradictory results from these previous literatures, as well as the weak analysis adopted probes for further investigation to ascertain the relationship between the variable organizational factors and career progression to give a more understanding.

H2: There is a significant positive effect of organizational factors on female lecturers' career progression

The Effect of Socio-cultural Factors on Career Progression

Cultural values are very important in Ghanaian society and of great interest to Ghanaians (Mensah, 2016). This includes religious values, community and individualistic values, moral values, economic values, political and leadership values and aesthetic values. Mensah represents social solidarity, kindness, respect, trust, harmony and cooperation as some of the African people's important values that show the moral values of the African people. The exhibitions of these socio-cultural values are not compartmentalized in the sense that they are exhibited where every individual finds him or herself, including the work place (Mensah, 2016). Regional, cultural, race and ethical culture of an individual will undoubtedly affect an individual's career choices (Wang & González, 2020). The plurality of African societies describes women as to what they do or not do for men (Steele, Everett & Hughes, 2020).

The key duty of a married woman in most Ghanaian cultures was to "boost the career aspirations of her husband by giving him a spiritual and emotional support. All family duties and activities are required of a woman when the husband is away from work. (Mensah, 2016). Only after performing their culturally accepted positions can women continue their professional dream (Steele, Everett & Hughes, 2020). These culturally determined expectations and attitudes towards women affect their career. This explains the disparity in gender representation in management positions (Steele, Everett & Hughes).

Networking, either formal or informal, promotes an avenue to receive information and advice about ones' career (Lange et al., 2020). Nevertheless,

Lange et al., postulates that networks are important for mentoring, information gathering and decision making in the academic appointments process and also informal research collaborations. Nonetheless, it would be more fruitful to have exclusive female networks in organizations. Network development: be it exclusive or inclusive, influences career advancement (Lange et al.). A lack of formal networks can impact negatively on women's career advancement particularly in universities or disciplines where men dominate (Abalkhail, 2020).

Professional network and collegial support are important to developing a successful career because social networks enable women in male-dominated specialties to share their knowledge and expertise (Kouloumberis, 2020). Almost 90.9% of women involved in a study by Tlaiss (2013), indicated that supportive work relationships are required to develop their skills and knowledge. The availability and use of networks are crucial to success in promotion. University-wide networks increases the sources and types of information that people receive about promotion, the 'nuances' of what is expected and rewarded, which was not clear informal promotion processes and guidelines. These networks especially, inform and encourage women in the promotion process (Borowski, 2020).

A lack of network can affect negatively on women's career advancement particularly, in Universities or disciplines where men dominate (Abalkhail, 2020). Studies shows that one of the most important interpersonal relationship factors is the support they receive from their immediate supervisor, husbands and colleagues (Datta & Agarwal, 2017). More so, Professional support such as social networks, financial support, childcare facilities, and part-time training

post has suggested as facilitators (Abalkhail). Miller and Clark (2008) explored the barriers to women career progression and explained why. There was a male-dominated organizational culture old-boys' network in the medical profession and women were excluded from this culture.

Richardson (2020) found evidence of male academics using male networks to negotiate more favourable work schedule. Networks within universities can aid women's career advancement through increased visibility and understanding of more kinds of research. Huang, Sun, Liu, Sedra and Weinberger (2016) found that maintaining the network such as sustaining contacts and partaking in professional activities significantly related to positive career outcomes such as promotion. Mentoring according to studies is an important type of work relationship associated with emotional and professional support and access to information, which are critical for career advancement of women (Berman, Bock & Aiken, 2016). The mentorship programme in any working environment is important for a junior to grow in an organization (Frei, Stamm & Buddeberg-Fischer, 2010).

Similarly, Behar-Horentein et al., (2019) argued that mentoring is an important factor for promotion and career plans. Furthermore, mentoring was found to be significant to women's career advancement (Abalkhail & Allan, 2015). When there are many women in senior positions, they turn to encourage other young women (Frei, Stamm & Buddeberg-Fischer). Schmidt and Faber (2016) stressed that mentoring development indicated that both mentee and mentor benefit from the relationship; mentee benefits from guidance on career planning, moral support, and competence awareness, whereas mentors reciprocally benefit from institutional recognition, professional development

and personal satisfaction. Mentors help women by “providing reflected power, feedback, resources, and access to the power structure” and also providing legitimacy for advancement (Vinnicombe & Bank, 2003).

Matching employees closely with mentors who can support them as they progress on the job is crucial to bringing down some of the barriers to the inequalities that begin at the point of recruitment (Fajana & Gbajumo-Sheriff, 2011). Mentoring can open up opportunities for networking (Burke & Vinnicombe, 2005), important in building alliances (Holton & Dent, 2012), connecting women to information and opportunities (Ruderman & Ohlott, 2002) and finding sponsorship opportunities (Mavin, Williams, Bryans & Patterson, 2015). Piterman (2013) found that where there are small numbers of women in high positions, a climate of low expectation for similar success for other women might exist. Male employees do not see the need for a mentor and thus, they can further their career no matter what, which in the case of women; it is a major factor that thwarts their progress.

Jackson (2001) had stated that men are inclined to mentor their gender making women accessibility to mentoring more difficult. Therefore, lack of role models and mentors in certain professions affect women representation in male-dominated professions, as people tend to mentor ‘in their likeness i.e., people who remind themselves of their younger selves. Jyoti and Sharma (2015) revealed that mentoring culture and mentoring structure have an insignificant impact on career development. In contrast, subsequent review highlighted the positive influence of supportive mentorship on career advancement in academia (Ranieri, Barratt, Fulop & Rees, 2016). Hence, further studies are required to ascertain the effect of mentorship on women.

Tonsing (2013) found that women's perceptions and competence both contribute to the professional growth of woman managers. Rijal and Wasti (2018) also found that the effect gender stereotypes have on women career progression is very strong. Moreover, that when women in academics defy the gender roles allocated to them by the socialization process, they face many obstacles. According to Rijal and Wasti, these challenges arise in interactions not only with their relatives, partners and employers, but also in themselves. These problems exist. Men are generally described as reasonable and assertive, while women are emotional and compassionate by nature, with the former qualities associated with good management skills and the latter with good parenting skills (Rijal & Wasti, 2018).

As myths of how women or men are related to biological anatomy, it becomes difficult, if not impossible, to overcome them. The mechanism of socialization is fundamental to the internalization of these perceptions and, as a result, how men and women act as adults and the choices they make during their careers (Rijal & Wasti, 2018). As young children, girls are told that they would be respected for their beauty, and boys for their wealth and reputation. In patriarchal companies like ours, Rijal and Wasti stated the capacity of women to make wise and independent decisions are questioned. And that it is believe that women have to be assisted by their husbands, fathers, brothers or sons to provide them with candid knowledge that can help them lead.

Often, many men are hesitant to share equal leadership roles or to be equal partners with women in companies, as they perceive that women have a lot of other responsibilities to perform which takes away their time for academic work. For this reason, feel reluctant to partner with women to teach and also to

undertake research. Rijal and Wasti (2018) again has shown that women have a willingness to advance their careers, but are constrained by key factors such as stereotype of women as managers. However, adequate research has been conducted to identify the effect of organizational support, social support, and mentorship support on career progression, but limited studies have been conducted on colleague support. Some study including Amposaa-Asenso (2018) concluded that lack of support has a significant impact on the respondents' perception.

H3: There is a significant positive effect of socio-cultural factors on female lecturers' career progression

Moderating role of Socio-cultural Factors on the Relationship between Individual Factors and Career Progression

Limited literature exists showing the interacting relationship between various aspects of the factors affecting career progression. Individuals' way of thinking and how they feel about themselves are being influenced by the culture as they are born and nurtured in the society (Rossi, Venable & Walsh, 2011). That is to say that the connection between an individual and the environment cannot be isolated. Other findings showed that religious beliefs and perceptions influence several aspects of a person's life and as a supporting power reduces stress and psychological pressures, increase self-esteem and commitment (Mensah, 2016; Zhao (2010).

According to Abdul, Jusoh, Amlus and Halim (2013), the increased importance of socio-cultural factors and the individual factors served as a motivation which supports the positive influence on career progression. Results from some other studies show that having religious beliefs can lead to

individuals' adaptation and control in different circumstances (Mensah, 2016; Mak and Tran, 2001). These findings reveal that socio-cultural factors play a role on an individual's effort to progress.

H4: Socio-cultural factors statistically moderates the relationship between individual factors and career progression

Career Progression

Mairesse, Pezzoni and Visentin (2019) concluded that it is important to recognize the development of women's professions in order to appreciate the obstacles women face in their professions. The evolution of women's professions is distinct from those witnessed by men (Nchabira, 2013). Njiru (2013) Proposed four stages of career development, namely: discovery, formation, continuity and regression, which are determined not by age but by conditions and expectations of the person. She continues that individuals move through life through cultivating desires, talents and values; discovering the world of work; increasing commitment to work; adjusting to change; and then going towards selective participation and retirement (cited in Njiru, 2013).

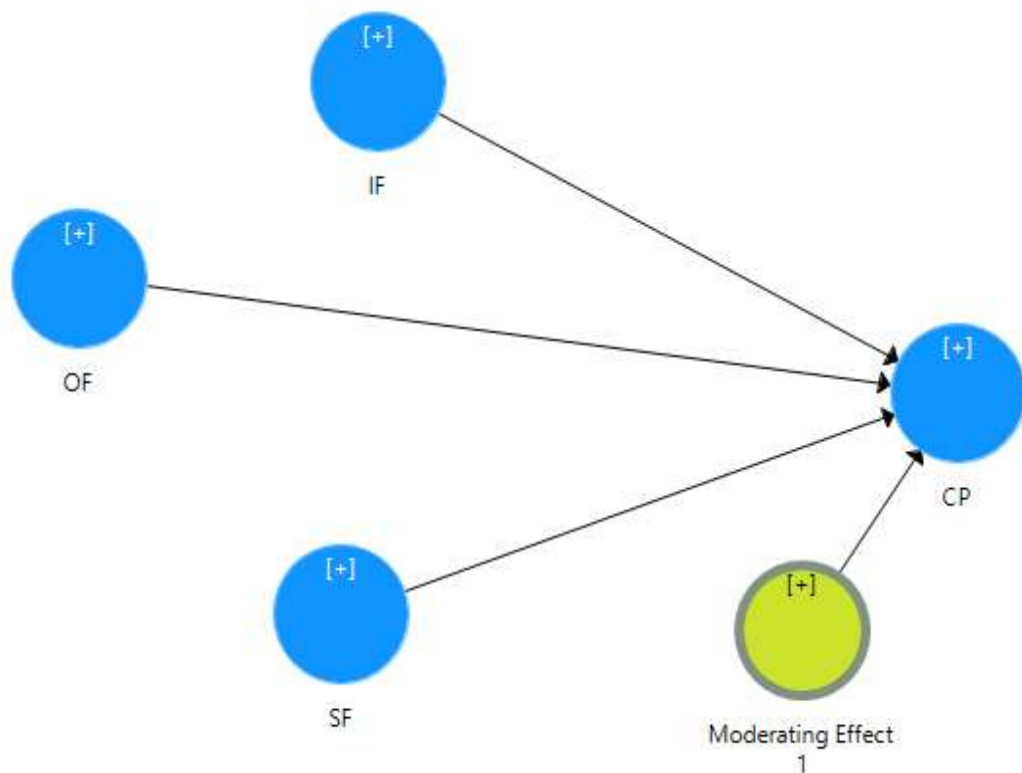
Women are the most visible victims of the actual glass ceiling. Their lives are transformed by responsibilities, relationships and tasks, such as the career of a partner, childbearing, and the caring of elderly family members. While men may have these restrictions, historically, women take on the role of mothers and are thus, more likely to face career challenges during childbearing years as well as the continuing effect of family obligations (Nchabira, 2013). Women's career is influenced by patriarchal job environments (Nchabira, 2013), male stereotyping and preconception of women's jobs and abilities (Njiru, 2013), detachment from informal networking and political networks (Niklasson,

2020), lack of effective management experience due to institutional obstacles, lack of mentoring and failure of the senior management to take responsibility for women's advancement (Nchabira, 2013; Lyness & Thompson, 2000).

Studies indicate that women prefer sectors and professions that allow them to balance both work and family duties, and that jobs where women predominate usually pay less than jobs where men predominate (Nchabira, 2013). Although women may hold management titles in many sectors, their positions are also less important, lower paid places for the company's operations (Njiru, 2013). Although, measures are in place to ensure women participation in most spheres of work, women are now facing promotional issues (Jaquie et al., 2020).

Conceptual Framework

The proposed conceptual framework is built in a systematic fashion based on earlier analysis and hypotheses to include a description of the relationship between the study variables. Theory should have a logical structure to preserve current and emerging knowledge, so that understanding can be completely explored in an analytical way. The relation with career advancement was assessed using three variables (organizational, individual and socio-cultural). The conceptual framework demonstrates an ideal relationship that exists between the exogenous variables and the endogenous variable. The independent variables are the variable that predicts the changes that occur in the dependent variables. For this study, the independent variables are organizational, individual and social. The dependent variable are the variables that are been predicted, that is career progression.



Independent Variables

Dependent Variable

Figure 1: Conceptual Framework
Source: Author's construct (2020)

The individual factors (IF) in the framework includes factors like self-efficacy, self-perception, hard work and personality. Socio-cultural factors (SF) embody culture, perceptions and stereotypes, mentorship, networking and support. The items for organisational factors (OF) are organisational policies, management perceptions towards women, workload, opportunities and information availability. Career progression include factors as cash increment, position and opportunity for training.

Chapter Summary

The research based on the Social Cognitive Career Theory, which deals more specifically with issues influencing women academics. Literature centred on problems faced by women from the workplace and social causes that impede their upward mobility. A common word "glass ceiling" has been used widely in literature to describe the structural barrier created by individual, socio-cultural and organizational biases that block women from senior executive roles. Women in academia are also less likely to excel due to these factors (Baldiga, 2005).



CHAPTER THREE

RESEARCH METHODS

This study seeks to examine the effect of individual factors, organisational factors and socio-cultural factors on career progressions. This chapter describes in detail, the procedure for conducting the research. Elaborating on the following sub topics: philosophical bases, research design and approach, study area, population, sampling procedure, data collection instruments, pilot test, data collection procedures, data processing and analysis and ethical issues

Philosophical Bases/ Research Epistemology

In every research there is the need to declare pre-suppositions as to why we undertake a particular research, what is the main subject of the research being undertaken, which methods to use and what the researcher thinks about reality, recognition and science (Mensah, 2016). In choosing which philosophical ontology, epistemology and methodology, the researcher must make sure that the paradigm meets the needs and purpose of her study (Creswell, 2003). The study adapts the pragmatism philosophical paradigm

Pragmatism paradigm is based on the belief that true scientific objectivity is unobtainable as the society we live is produced by our social behaviour: “To a pragmatist, the mandate of science is not focused on finding the truth or reality; the existence of which are perpetually in dispute, but to facilitate human problem-solving” (Powell, 2001). A pragmatic perspective draws on employing “what works,” using diverse approaches, giving priority to the importance of any research problem and question, and valuing both objective and subjective knowledge (Morgan, 2007). This paradigm is hailed as

the foundation of mixed-method research (Teddlie & Tashakkori, 2003) because, it captures both the quantitative and qualitative aspect of a study bringing out the holistic views about a phenomenon under study.

Research Design

The research design clearly explains the different steps that are taken during research in order to fulfil the objectives of the research in the best possible way (Sahu, 2013). The purpose of this study is to evaluate the causal relationship between variables; hence, the sequential explanatory design was considered appropriate. The purpose of the sequential explanatory design is typically to use qualitative results to assist in explaining and interpreting the findings of a primarily quantitative study.

Andrew and Halcomb (2006) iterated that because sequential explanatory design studies seek complementarity, it often prioritises quantitative data over qualitative data. Quantitative data was first collected and later qualitative data which eschewed as a result of the findings from the analysis of the quantitative data.

To provide further explanation of the quantitative results, qualitative data was also necessary in getting more insight (Mensah, 2016) into why socio-cultural factors are not significant in determining career progression but rather moderates the relationship individual factors and career progression.

The reason for adopting this design has to do with the issue of triangulation. Triangulation means adopting more than one method to collect data on the same topic under research to enrich the whole data collected. This was done to capture different dimensions of the same phenomenon being investigated. This study made use of multiple methods: interviews and

questionnaire in collecting data from participants. The disadvantage of sequential explanatory design is that they take longer period for data collection to be completed (Halcomb & Andrew, 2009). However, this design was more appropriate in providing an in-depth understanding of the patterns of relationships between variables (Creswell, 2014).

Research Approach

The research approach adopted for this study was the mixed-method approach. This approach helped to ensure an in-depth explanation of the contextual dynamics of the factors affecting female lecturers' career progression in UCC. Creswell and Clark (2019) noted that the mixed-method research approach provides a triangular multi-level paradigm that discusses various levels of a study (macro and micro) within the system. According to Teddlie and Tashakkori (2009), the mixed-method encourages a simpler and more detailed interpretation of the issue at hand in relation to education, health, culture and lifestyle.

The purpose of the quantitative bit was to define the possible predictive influence of selected variables in the career progression of female lecturers. Quantitative data are defined as deductive in nature, in the sense that inferences from statistical hypothesis experiments lead to general inferences about the characteristics of the population (Soiferman, 2010). To provide further explanation of the quantitative results, qualitative aspect was also necessary in getting more insight (Mensah, 2016) into the reason why socio-cultural factors are not significant in determining career progression but rather moderates the relationship between individual factors and career progression. Qualitative data was gathered through face-to face interview as well as on-the-phone interview.

Study Area

University of Cape Coast (UCC) was chosen for the study. It was established in December 1962 as a University College and in 1967, it was incorporated by the University College of Cape Coast NLC Decree 1967, effective October 1966. It became a full university under the University of Cape Coast Act 1971 (Act 390), thus obtaining the power to confer its own degrees (Antwi, 1992). According to Antwi, “the primary purpose for the establishment of the University was “to produce graduate teachers in arts and science subjects for the secondary schools, teacher training colleges, polytechnics and technical institutions in Ghana”. Antwi again explained that the aims of the university include the provision of higher education, research, knowledge dissemination and to foster relations with other bodies (Antwi, 1992). The University of Cape Coast is located in Cape Coast, the capital town of Central Region of Ghana (Amponsaa-Asenso, 2018).

The University consist of schools and faculties which have been categorized into five colleges because the University has now adopted the collegiate system. These colleges are the College of Distance Education, College of Agriculture and Natural Sciences, College of Humanities and Legal Studies, College of Education Studies and College of Health and Allied Sciences. There are also non-academic units which includes Directorate of Academic Affairs, Directorate of Finance, Directorate of Legal Consular and General Services, Directorate of Human Resource, Directorate of Planning and Quality Assurance, etc. At the top level of the University Management is the Vice-Chancellor, the Pro-Vice Chancellor and the Registrar.

The staff of the University are categorised into three main groups: junior staff, senior staff and senior members. Senior members are basically the lecturers of the University and are put into different categories like Assistant Lecturers, Lecturers, Senior Lectures, Associate Professors and Full Professors. Female lecturers have been identified to face issues with progression at some stage in their career (Loretto, Lain, Vickerstaff, Bown-Wilson & Parry, 2013). According to Boateng (2018) female lecturers in UCC bitterly complain about their slow progression as compared to their male counterparts. Also, an anecdotal observation of women in academia from UCC, confirmed complaints and that triggered this study to be carried out in the University of Cape Coast.

Population

Leedy and Ormrod (2010) suggests that the population is used as the focus group for the study to understand and draw the conclusion. The study population of this study consisted all permanent female lecturers of the University of Cape Coast. The population included Assistant Lecturers, Lecturers, Senior Lecturers, Associate Professors and Professors. The overall population targeted for the study was 168 lecturers. Below is the breakdown of the population in terms of rank.

Table 1: Lecturers and their Ranks

No.	Rank	Number of Lecturers
1	Assistant lecturers	45
2	Lecturers	59
3	Senior lecturers	47
4	Associate Professors	12
5	Professors	5
	Total	168

Source: Directorate of Human Resource, UCC (2019)

Sampling Procedure for Quantitative Data

From Malhotra (2015) sampling is the process of selecting a few representative or unit from a larger group or population, which is used as a basis of estimating certain characteristics or elements about the group or population. As it is not generally feasible to deal with the whole of a population in a survey, sampling is undertaken to choose a smaller set of cases to investigate in a study (Robson, 2002).

This study concentrated on female lecturers in all departments at UCC. The census strategy was employed. This strategy intends to involve all the study population. Thomas, Buckland, Newman and Harwood (2005) asserted that an entire population can be covered if it is manageable in terms of cost and accessibility to the subjects of the study. The population of female lecturers in UCC is one hundred and sixty-eight (168), which is manageable and accessible to the researcher. The list of female lecturers including their departments and contact was obtained from the Human Resource Directorate of UCC, to serve as a guide to the researcher to check progress.

Sampling Procedure for the Qualitative Data

Out of a total population of 168, 152 responded to the questionnaire making the response rate to be 91%. From the 152 respondents, 10 were interviewed for the qualitative data. In the interview (qualitative approach), the purposive sampling procedure was adopted. Neuman (2011) found that in sequential designs where more emphasis is on the quantitative method, a purposeful sampling technique is always useful in providing an objective sample because it helps in the unique selection of cases for the characteristics of the units under review. Since the majority of the respondents to the

questionnaire agreed that mentorship and culture does not affect them, majority of the first respondents were qualified to participate in the interview.

Ten (10) female lecturers from ten different departments in UCC were involved in the interview upon first asking whether mentorship and culture affects their career progression to be sure they are the right respondents. The ten participants consisted of one Professor, two Senior Lecturers, four Lecturers and three Assistant Lecturers. Babie (2004) indicated that a sample size of 10 and above in a qualitative study is well grounded for theory and in-depth inductive analysis of the study units.

Data Collection Instrument for Quantitative Data

The most widely used instruments of social science studies include: questionnaires, interviews and observations (Cooper & Schindler, 2006). Questionnaire is a widespread and useful tool in most research spheres with the aim of gathering information from the subjects for measurement of constructs. Tlais and Kauser (2010) noted that questionnaires are more anonymous and encourages respondents to respond openly to questions which provide honest details about sensitive issues, since their identity is not important. There is also continuity in addressing questions that makes for a good level of analysis (Mugenda & Mugenda, 2003). For these advantages, this study used questionnaire in collecting data.

Structured questionnaire was used by the researcher for the collection of quantitative data. The study adopted scales developed by other researchers and modified to measure variables. A scale by Amponsaa-Asenso (2018) and Maina (2011) was adopted to measure organisational factors. Items from both scales were merged and edited by eliminating some items. The individual and

socio-cultural scale were adopted from Nchabira (2013). Career progression scale was adopted from Foster et al. (2000). Items in the questionnaire were developed to address a specific research objective and hypotheses of the study.

Questionnaire for this study was prefaced by the topic of the study and also introduced the researcher. The preface gave a firm assurance of anonymity and confidentiality to respondents. The questionnaire was designed in five sections. Section A collected data on individual factors, Section B contained questions on organizational factors, Section C included questions on socio-cultural factors, Section D consisted questions for career progression and Section E covered the demographic features. Questionnaires were designed using four Point-Likert scale based on previous academic studies and literature review.

Data Collection Instrument for Qualitative Data

Qualitative data is gathered through the use of the interview guide. This was focused on the results of the third research hypothesis. The interviews allowed the researcher to consider the experiences and thoughts of the lecturers on the effect of socio-cultural factors on their career progression. The instrument was carefully selected as a useful tool for performing sequential explanatory research (Neuman, 2007). This tool helped the researcher to collect perspectives, thoughts and feelings from the respondents in order to achieve the objectives of the research.

Pre-Testing

Prior to visiting the schools for data collection, the researcher pre-tested the questionnaires at the University of Education, Winneba (UEW), since female lecturers in the University of Education has similar characteristics with

the population under investigation (UCC Lecturers). In March, 2020 an introductory letter was submitted to the Human Resource Department of UEW to seek permission for the pretesting of the research instrument. After explaining the authenticity and established the need for the pre-testing, questionnaires were administered to the female lecturers at UEW. The convenient sampling technique was used to sample 30 lecturers. According to Saunders (2011) a minimum of ten (10) questionnaires for pre-testing a student’s study instrument is sufficient. The questionnaire was administered to female lecturers and collected the same day. A total of 40 questionnaires was administered and 32 were returned. So, there was eighty percent (80%) respond rate.

A minimum Cronbach’s Alpha value of 0.7 is enough to achieve reliability of a study instrument. The reliability test was therefore, carried out for the Cronbach’s Alpha values and after the test, reliability values achieved for the instrument were 0.919, 0.840, 0.807 and 0.732 for individual factors, organisational factors, socio-cultural factors and career progression respectively. These values are above the 0.7 minimum threshold for reliability; hence, reliability of the items is obtained. Reliability of the study instrument is shown below:

Table 2: Pre-testing Results

Questionnaire category	No. of items	Sample size	Cronbach Alpha
Individual factors	15	32	0.919
Organisational factors	11	32	0.840
Socio-cultural factors	10	32	0.840
Career progression	10	32	0.732

Source: Field Survey (2020)

No major change was made to the items after pretesting the questionnaire. Most corrections made were on tenses and grammatical errors. Some corrections are as follows: section A, item 9 was corrected from “I do not favourably compete” to “I do not have the ability to favourably compete”; section B, item 3 was corrected from “corruption do not” to “corruption does not”; section E, item 2 seeking information on department was eliminated as it seemed to reveal the identity of the respondent. The importance of the pilot testing or pretesting was also done to ensure the validity of the scales and to make sure the questionnaire was free of any cultural biases since the scales were adapted.

In addition, to enable the researcher to be familiar with administration of the instrument. Mensah (2016) indicated that pre-testing a research instrument helps to determine whether the questions are clear and comprehensible by recognizing vague or complicated items and items. Moreover, it was important to pre-test the instrument in compliance with (Neuman, 2007), that pre-tests of the instrument checks for crashes in the formulation of questions and lack of clarification of directions actually prevent the instrument from gathering data in the cost-effective and systematic way.

Data Collection Procedure for the Quantitative Data

Questionnaires were self-administered to collect primary data. The questionnaires were self-administered in order to ensure that respondents get enough time to read, understand and answer questions. And also, to explain some technicalities which may be associated with the completion of the questions, hence resulting to establishing rapport with the respondents and ensuring higher recovery rate (Leedy & Ormrod, 2010). The Division of Human

Resource of UCC was contacted to access data for the list of all female lecturers to be used for the study.

An introductory letter from the department of management was first sent to the Directorate of Human Resource of UCC to seek permission. Ethical clearance was sought from the Institutional Review Board of the University. Upon clearance, the researcher visited the offices of the female lecturers to self-administer questionnaires where returned envelopes were attached to each questionnaire to facilitate confidentiality. Firstly, respondents were informed and their consent was sought before the delivery of questionnaire. Three days after, the researcher started following up through personal visits their offices to remind respondents to answer the questionnaire and to collect the instruments.

For lecturers who were not available, a printed copy was kept in their pigeon holes and constantly followed up. Because of the corona virus pandemic, some lecturers were not physically present, an online survey tools, that is Google document was used to collect data. The online survey was preferred as a data collection tool to support the printed questionnaire for this research because, it was helpful to reach respondents remotely, and gave the researcher the chance to conveniently collect data. This allowed the researcher to easily send questionnaire using an online interface through a link where respondents answered the questionnaire online. Below is the link.

(<https://docs.google.com/forms/d/e/1FAIpQLSfH8m55AfaJpLL9WamPAYp9tEU1gxcWcYysxTCVuUR7G6ZtrA/viewform>). After the questionnaires were filled, a notification was sent to the researcher who then viewed the results in a folder created and then proceeded with analysis of the responses. This exercise

took place within four weeks. The number of responses by rank and the percentages are presented in Table 3 below:

Table 3: Response rate

No.	Rank	Number of Lecturers	Percentage of responses
1	Assistant lecturers	40	26.32%
2	Lecturers	55	36.18%
3	Senior lecturers	45	29.6%
4	Associate Professors	10	6.58%
5	Professors	2	1.3%
Total		152	91%

Source: Field survey (2020)

Data Collection Procedure for the Qualitative Data

Before each interview session began with a participant, the researcher introduced herself and briefed each participant about the purpose of the study. After which, each participant's consent was sought and was given the option to discontinue if she wished to. The researcher's mobile phone was used for the recordings. Follow-up questions were used to probe and clarify interviewees' responses. The interview lasted on an average five (5) minutes for each participant. At the end of each interview, the participants were thanked for their valuable time spent.

Data Processing and Analysis

As a technique for data analysis, the Structural Equation Modelling (SEM) is considered to be one of the most important components of applied multivariate statistical analyses and has been employed by many researchers in management field or disciplines (Ringle, Sarstedt, Mitchell & Gudergan, 2020)

including knowledge management (Cepeda-Carrion, Cegarra-Navarro & Cillo, 2019), international management (Richter, 2015), human resource management (Hair, Risher, Sarstedt & Ringle, 2019) operations management (Peng & Lai, 2012), management accounting (Nitzl, 2016), hospitality (Ali, Rasoolimanesh, Sarstedt, Ringle, & Ryu, 2018), supply chain management (Kaufmann & Gaeckler, 2015), management information systems; marketing; strategic management (Hair et al., 2014)

SEM uses a verified approach for analysing a systemic theory on a particular concept (e.g., hypothesis-testing) (Babin, Hair & Boles, 2008). SEMs are a considerably complicated statistical approach, according to Hair et al. (2019) and Wong (2013), for the testing of relations between systems, including latent variables (conceptual concepts that describe theoretical concept or phenomena) and the observable variable (includes quantities, indices or objects that are explicitly measured). The former and latter of which are described by Kline (2011), as exogenous (independent variables), or endogenous (dependent variables). The latent variables are represented graphically by a circle, and graphically by a quadrature or rectangle (Wong, 2013).

According to Coltman, Deinney, Midgley and Venaik (2008), current SEM literature distinguishes between two different operationalization of the relationship between latent variables, constructs and their observable indicators; as reflective indicators (principal factor) and formative indicators (composite index measurement models) of the latent variable. There are essentially two major methods to structural equation modelling, namely covariance-based SEM (CB-SEM) and variance based or PLS SEM. Samani (2016) contends that CB-SEM tries to model parameters that decrease the variance between calculated

and observed covariance metrics that produce goodness-of-fit indexes due to the magnitude of these variations.

The PLS-SEM approach, on the other hand, is used to optimize the variance of all dependent variables instead of using the formula to describe the covariance of all indicators (Henseler, Ringle & Sinkovics, 2009). In both approaches, estimations of the parameters are based on the potential to eliminate residual variances of the endogenous variables (Henseler et al., 2009; Vinzi, Chin, Henseler, & Wang, 2010)

The Partial Least Squares Path Modelling technique was used in this analysis mostly due to its ability to deal with normality violations (i.e., multivariate normality). Therefore, it does not require a hard assumption of the distributional properties of raw data, including other rationales; PLS handles both reflective and formative indicators. PLS assures against improper solutions by removing factor indeterminacy; efficient in managing data noise and incomplete or missing data; applies multiple parameters in a dynamic model of normal residual distributions; handles collinearity of independent latent variables and has more statistical power than the covariance-based SEM approach and is predictive-oriented.

PLS also enables simultaneous estimation of interactions between latent variables; incorporates regression and factor analysis within the measurement model at each run; more useful for new and advanced measurements; and does not require a large sample size (Ronkko & Evermann, 2013; Henseler et al., 2009). The entire data collected was first processed by editing and coding to exclude all errors. Responses to the questionnaires were edited, encoded and inputted into the Statistical Package for Social Sciences (SPSS) version 25.0

and saved in cvs format (the recognized format) for to be imported into the SmartPLS software for the analysis.

Reflective and Formative Indicators

In business research practice, conventional analysis is focused on reflective indicators, where observed indicators represent differences in latent variables (Navarro, Losada, Ruzo & Díez, 2010). The direction of causality is thus, assumed to extend from the latent variable to the observed indicators, and thus, alterations in the latent variable are supposed to appear in all observed variables, including the multi-item scale (Diamantopoulos, 2008). The formative indicator models follow the opposite causal direction, so the indicator content decides the latent variable's value. As a result of this observation, the reflective indicators of classical test theory must be consistent internally, although, there is no such requirement for formative indicators (Coltman et al., 2008). Decision rules should also allow the researcher to decide if a latent variable is modelled formatively or predictively (Jahns & Moser, 2007).

For the purposes of this analysis, provided that the observed indicators represent differences in latent variables and the direction of causality from the latent variable to the observed indicators, the operationalization of the variables is reflective. This suggests that variations in the latent variable (career progression) are predicted to be seen in all observable measures including a multi-item scale for the independent variables (individual factors, organisational factors and socio-cultural factors).

Measurement Model Examination

In view of reliability and validity, reflective measurements should be evaluated (Henseler, Ringle & Sinkovics, 2009). In measuring the model, the study assessed the indicator reliability, discriminant validity, convergent validity (AVE), Multicollinearity among Exogenous Variables and the internal consistency reliability.

Validity and Reliability

Empirical findings replicate the realities of circumstances are important. We must be assured of ready access and research-related evidence to research questions (Saunders, Thornhill & Lewis, 2009). Validity and reliability principles are the perfect way to test data from primary sources. The degree of reliability is to test to what extent the data can be trusted, according to Rönkkö and Evermann (2013). Cronbach alpha is used to assess the reliability of the research instrument. In this study, reliability was measured to ensure that collectively, items reflect the construct correctly as recommended by Cohen (2008). Reliability coefficient of 0.70 or higher was found to be appropriate and that the results are displayed in the following sections.

However, validity examines confidence, i.e., how well a study result corresponds with fact (internal validity). External validity, however, explores the degree of generalisation. How accurate data measures what they are intended to measure shows the extent of validity (Rönkkö & Evermann, 2013). Whereas, external validity examines the degree of generalization (Rönkkö & Evermann, 2013). Validity of the research was reached by the pilot testing of the questionnaire, expert review and peer review.

Assessment of Structural Model

Test of coefficient of determination (R^2), predictive relevance (Q^2), outer loadings, variance inflation indicator (VIF), the effect size (f^2) and bootstrapping of the endogenous latent variable were used to assess the structural model.

Analysis of the Interview

All the participant responses (the audio-recorded data) were transcribed verbatim, focusing on the main aim of the study. The transcribed data were analysed manually by means of the thematic analysis. Thematic analysis is good for exploring patterns across qualitative data from participants and researchers often use this to analyse interviews (Braun & Clarke, 2006). Themes are the overarching categories of common data across multiple participants. Thematic analysis helps researchers understand those aspects of a phenomenon that participants talk about frequently or in depth, and the ways in which those aspects of a phenomenon may be connected (Braun & Clarke, 2006). The six-step analysis developed by Braun and Clarke (2006) for the thematic analysis was adapted: 1. Getting to know the data. 2. Generation of initial codes. 3. Looking for themes. 4. Review of themes. 5. Identifying and naming themes. 6. Reporting

This approach is said to be theoretically flexible in that it is used to respond to different types of research questions in different framework. Due to its strength in answering research questions pertaining to views and experiences, the data is very relevant to the review. By analysing the scope and focus of each theme, the researcher developed a detailed report on every theme (after the

process was completed). Finally, all analytic narratives and data extracts were collected, analysed and contextualized relevant to existing literature.

Ethical Considerations

Major ethical issues that was considered were informed consent, anonymity and confidentiality. Each participant was clearly informed to seek approval before administering the research instrument. This helped to ensure that no participant was under compulsion. Ethical clearance was sought from the University of Cape Coast institutional review board (UCCIRB) before the commencement of data collection process. And also, an introductory letter was collected from the department of management to the Directorate of Human Resource of UCC.

Chapter Summary

This chapter analysed the methods used to accomplish the research objective. Context information on the study area, research design and population were also elaborated. So far, a mixed approach, including structured questionnaire and interview guide as well as PLS-SEM, were used for data collection and analysis. Ethical considerations also explained above.

CHAPTER FOUR

RESULTS AND DISCUSSION

This segment provides information on data analysis and discussion of the results of the report. The chapter is structured as follows: the results of the demographics, PLS-SEM Analysis, the Model result, Measurement Model Examination and the Structural Model Evaluation are explained by the use of tables accompanied by a summary of the findings.

Demographics of the Respondents

In total, 152 valid responses representing 91% of the population were gathered and used in the statistical testing of the research hypotheses. A total of 26.3% indicated they are single, 69.7% indicated they are married, 2.6% indicated they are separated and 1.3% indicated they are divorced. This implies that a greater percentage of the respondent are married and have family responsibilities to perform. These respondents comprised 2 Professors (representing 1.32%), 10 Associate Professors (representing 6.53%), 45 Senior Lecturers (representing 29%), 55 Lecturers (representing 36.18%) and 40 Assistant Lecturers (representing 26.32%) scattered around over 60 departments in the University of Cape Coast.

With the number of courses thought in a semester, 32.2% of the respondent said they teach 1 to 2 courses on an average. Also, 41.4% of the respondent said they teach 3 to 4 courses on an average, 25.0% of the respondent said they teach 5 to 6 courses on an average, 1.3% of the respondent said they teach 6 courses and above on an average.

Table 4: Background information of respondents

Background Information	Frequency	Percentage
Marital status		
Single	40	26.32%
Married	106	69.74%
Separated	4	2.63%
Divorce	2	1.32%
Total	152	100%
Rank		
Professors	2	1.32%
Associate Professors	10	6.53%
Senior Lectures	45	29%
Lectures	55	36.18%
Assistant Lecturers	40	26.32%
Total	152	100%
Number of courses		
1-2	49	32.2%
3-4	63	41.4%
5-6	38	25%
Above 6	2	1.3%
Total	152	100%

Source: Field Survey (2020)

Analysis from qualitative data

The researcher closely examines the data to identify common themes – topics, ideas and patterns of meaning that come up repeatedly.

Step 1: Familiarization

The first step is to get to know the data. It is important to get a thorough overview of all the data we collected before we start analysing individual items.

This involved transcribing audio recorded, reading the text and taking initial notes, and generally looking through the data to get familiar with it.

Step 2: Coding

Next up, we need to code the data. Coding means highlighting sections of our text usually phrases or sentences and coming up with shorthand labels or “codes” to describe their content. Codes was assigned to the transcribed data.

Step 3: Generating themes

Next, we look over the codes we have created, identify patterns among them, and start coming up with themes. Themes are generally broader than codes. Codes were combined into a single theme.

Step 4: Reviewing themes

Here, the data set was compared against the themes. Some themes were divided, some combined, and others to create new ones: which made it them more useful and accurate.

Step 5: Defining and naming themes

Themes were defined which involved formulating exactly what we mean by each theme and figuring out how it helps us understand the data. Naming themes involves coming up with a succinct and easily understandable name for each theme.

Step 6: Writing up

Finally, I write up analysis of the data. Thematic analysis requires an introduction to establish our research question, aims and approach. The results or findings section usually addresses each theme in turn. We describe how often the themes come up and what they mean, including examples from the data as

evidence. Finally, our conclusion explains the main takeaways and shows how the analysis has answered our research question.

Partial Least Squares Structural Equation Modelling (PLS-SEM) Analysis

The Partial Least Squares Structural Equation Modelling (PLS-SEM) application is well known for estimating hypothesized complex models with multiple constructs, indicator variables and structural pathways. This research used PLS-SEM for the analysis of the data. The research begins by defining the specification of the structural model. In addition, it examined the structural model features and qualities in PLS-SEM consisting of the discriminant validity, convergent validity, Cronbach alpha, construct reliability, composite reliability and multicollinearity (Variance Inflation Factor, VIF).

In SEM, Dillon Goldstein's rho or Joreskog (rho A) composite reliability better measures reliability than the Cronbach's alpha (Henseler, 2017). Composite reliability does not presuppose, unlike Cronbach's alpha, that all indicators are equally reliable. This makes PLS-SEM more suitable as it prioritizes indicators according to their reliability in models of estimate. In order to make the structural model findings relevant, the structural model features and characteristics of the PLS-SEM were analysed and described in tables to ensure the appropriate validity and reliability of this analysis.

Structure of the Model

The model shows in Figure 2 the various exogenous and endogenous variables, as well as their indicators. It indicates three (3) exogenous variables and one (1) endogenous variable. The exogenous variables consist of individual factors (IF), organisational factors (OF), socio-cultural factors (SF) and Career Progression as the endogenous variable. Individual factors (IF) are measured

with six (6) indicators (F2, F3, F4, F5, F6, and F8), organisational factors with five (5) indicators (OF1, OF2, OF3, OF4, and OF5), socio-cultural factors with six (6) indicators (SF1, SF2, SF3, SF4, SF5 and SF6) and career progression with three (3) indicators (CP3, CP7 and CP9).

Unlike the traditional maximum likelihood co-variance SEM, the PLS focus on maximizing the variance of the dependent variable explained by the dependent variable instead of using the co-variance matrix. PLS is basically a series of ordinary least square regression which start by first, determining the weight relationship between the indicators and their respective latent variables, Hair et al. (2019). Subsequently, using the calculated latent variables based on a weighted average of each indicator in a set of regression equation to determining the parameters of the structural relationship (Kaplan & Haenlein, 2004). All indicators with outer loadings lesser than 0.7 (not statistically significant) were eliminated in order to improve the measurement model. These are shown in the model, in Figure 2.

From figure 2 above, individual factors (IF) have six (6) indicators with outer loadings 7.0 and above, organisational factors (OF) have five (5) indicators with outer loadings 7.0 and above, socio-cultural (SF) factors having six (6) indicators with outer loadings 7.0 and above, as well as career progression (CP) having three (3) indicators with outer loadings 7.0 and above.

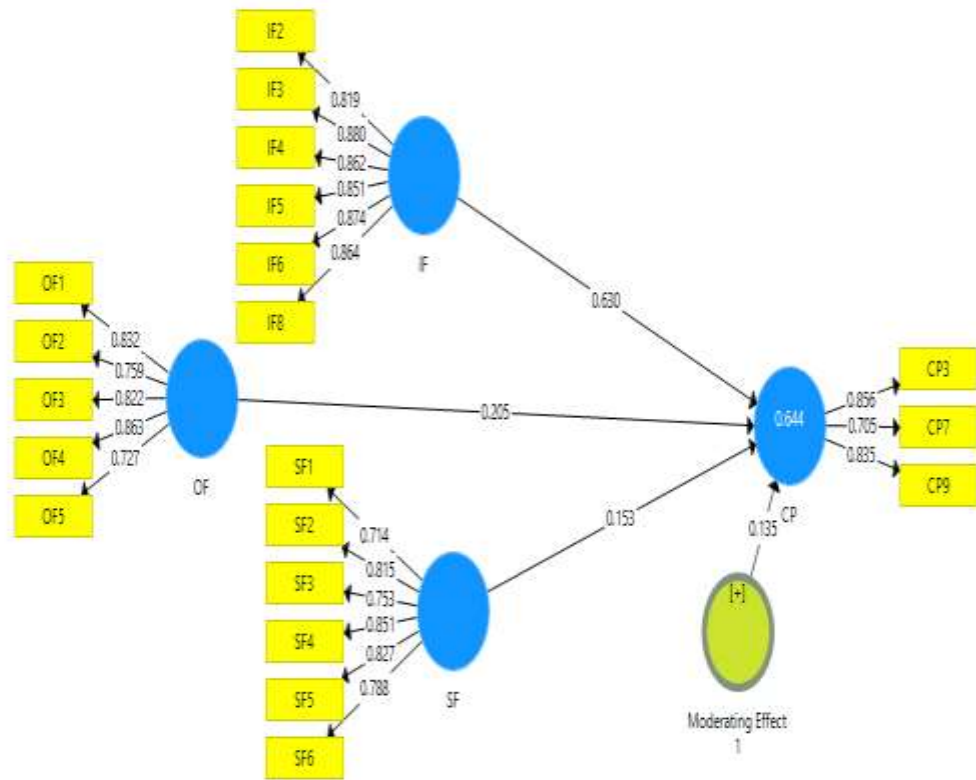


Figure 2: Structural Model Results

Measurement Model Examination

The aim of the measurement model was to ensure that all measurement errors are dealt with duly before the structural relationships are actually assessed (Albers, 2010). Here, the focus is on individual latent (exogenous) variables and their relationship with the manifest (endogenous) variables. In this regard, Hair, Hult, Ringle and Sarstedt (2014) catalogued criteria was employed for the assessment in this study. The study assessed the indicator reliability, discriminant validity (Fornell Lacker criterion and cross loadings), convergent validity (AVE) and the internal consistency reliability (Cronbach’s alpha and composite reliability) in order to examine the measurement models. However,

reflective measurement models' validity assessment focuses on convergent validity and discriminant validity.

Indicator Reliability

The reliability of the indicator shows the aspect of the variance that can be expressed by the latent nature or part of the indicator. In general, at least 50% of the predictor variance should be represented by a latent variable. The outer loadings of each indicator are squared to attain the indicator reliability values, as seen in Table 3. Reliability of each indicator should be considered, whereby absolute standardized loading of each indicator is supposed to be greater than 0.70 (Nunnally & Bernstein, 1994).

In general, loading indicators from 0.40 to 0.70 can only be taken into account if the deletion of this indicator leads to an improvement in composite reliability beyond the indicated threshold value. Squared values greater than or equal to 0.7 are preferred and values of minimum of 0.4 is acceptable (Hulland, 1999). Vinzi et al., (2010) stated that these minimum thresholds also show that the shared variances among variables and their indicators are larger than the measurement errors' variances. From Table 5, the squared loadings of the indicators of this study's model, ranges from 0.497 to 0.996 indicating they are reliable since they meet the minimum threshold of 0.4 or greater.

Table 5: Indicator Reliability

Latent Variables	Indicators	Loadings	Loadings Squared (indicator reliability)	
CP	CP3	0.856	0.733	
	CP7	0.705	0.497	
	CP9	0.835	0.697	
IF	IF2	0.819	0.671	
	IF3	0.880	0.774	
	IF4	0.862	0.743	
	IF5	0.851	0.724	
	IF6	0.874	0.764	
	IF8	0.864	0.746	
	OF	OF1	0.832	0.692
		OF2	0.759	0.576
OF3		0.822	0.676	
OF4		0.863	0.745	
OF5		0.727	0.529	
SF	SF1	0.714	0.510	
	SF1 * IF2	0.864	0.746	
	SF1 * IF3	0.960	0.921	
	SF1 * IF4	0.838	0.702	
	SF1 * IF5	0.875	0.766	
	SF1 * IF6	0.925	0.856	
	SF1 * IF8	0.896	0.803	
	SF2	0.815	0.664	
	SF2 * IF2	0.844	0.712	
	SF2 * IF3	0.998	0.996	
	SF2 * IF4	0.874	0.764	
	SF2 * IF5	0.944	0.891	
	SF2 * IF6	0.937	0.878	
	SF2 * IF8	0.891	0.794	
	SF3	0.753	0.567	
	SF3 * IF2	0.816	0.666	
	SF3 * IF3	0.925	0.856	
	SF3 * IF4	0.854	0.729	
	SF3 * IF5	0.879	0.773	
	SF3 * IF6	0.888	0.789	
	SF3 * IF8	0.888	0.789	
	SF4	0.851	0.724	
	SF4 * IF2	0.811	0.658	
	SF4 * IF3	0.969	0.939	
SF4 * IF4	0.876	0.767		
SF4 * IF5	0.900	0.810		
	SF4 * IF6	0.969	0.939	

SF4 * IF8	0.920	0.846
SF5	0.827	0.684
SF5 * IF2	0.767	0.588
SF5 * IF3	0.909	0.826

Source: Field Survey, (2020)

Internal Consistency Reliability

As a requirement, reliability of the scale was measured (Hair et al., 2019). Internal consistency reliability of the scale was measured with the Jöreskog's (1971) composite reliability which is most preferred to Cronbach's alpha (Hair et al., 2012; 2019). But rho_A Cronbach's Alpha were also computed. Cronbach's alpha is also used to track internal reliability but in PLS-SEM, it has the tendency of giving conservative measurements and lower values than composite reliability (Hair et al.). According to Hair et al., Cronbach's alpha items are not weighted and so it becomes a less precise way of measuring reliability whilst with composite reliability, based on the indicators' loadings, items are weighted and reliability is greater than Cronbach's alpha.

Table 6 shows the Cronbach alpha and composite reliability of the study's variables in order to test and check internal consistency reliability. To measure internal consistency reliability, the composite reliability value should be 0.7 or higher (≥ 0.7). Reliability values from 0.60 to 0.70 are taken into account as acceptable in exploratory research values 0.70 and 0.90 range from satisfactory to good (Hair et al., 2019; Henseler, 2017). Generally, higher values indicate higher levels of reliability (Jöreskog's, 1971). From Table 6, the composite reliability value of the variables ranges from 0.8 to 0.9 which meets the minimum threshold of 0.7. It can therefore be said that higher internal consistency reliability has been demonstrated by all the variables.

Table 6: Construct Reliability and Validity

Construct	C A	rho_A	C R	AVE
CP	0.728	0.767	0.843	0.643
IF	0.929	0.933	0.944	0.737
Moderating Effect 1	0.979	1.000	0.979	0.565
OF	0.861	0.872	0.900	0.643
SF	0.882	0.891	0.910	0.629

CA – cronbach'Alpha; CR – Composite reliability; AVE – Average Variance Extracted

Source: Field survey (2020)

Convergent Validity

Convergent validity measures the degree to which indicators belonging to one latent variable measure the same constructs (Benitez, Henseler, Schubert & Castillo, 2020) or the extent to which a study's construct converges in order to explain the variance of its indicators (Hair et al., 2019). In PLS SEM, the Average Variance Extracted (AVE) in the Construct Reliability and Validity Table is used to calculate convergent validity (Gotz, Liehr-Gobbers & Krafft, 2010). AVE consists of the variance of the items identified by the model relative to the maximum amount of variance as well as the variation arising from the measurement error (Gotz et al.).

It is therefore recommended that AVE values for each construct should be 0.5 or higher ($AVE \geq 0.5$) to show that the construct describes at least 50% of the variance of the indicators that form the construct and back the measurement of convergent validity (Hair et al., 2019). AVE value which is less than 0.5 is not sufficient as more variance is as a result of error variance than to indicator variance (Warren et al., 2019) Again from Table 6, convergent validity

was confirmed since all the AVE values of the constructs are higher than the minimum threshold of 0.5.

Discriminant Validity

As a requirement, this study further tested for discriminant validity. It is the degree to which a construct in a structural model is empirically different from other constructs (Hair et al., 2019). Reflective models are prone to biases and errors (Afum, Sun & Kusi, 2019), hence, it became extremely necessary to examine the test of collinearity statistics to ensure that a research's latent variables are independent of each other and report same (Hair, et al., 2019). Collinearity issues of a structural model can also be evaluated with the use of discriminant validity (Hair et al. 2014). If variables achieve discriminant validity, then they may not have collinearity at significant levels (Hair, Sarstedt, Ringle & Gudergan, 2017).

Discriminant validity was measured using the Fornell-Larcker Criteria, in order to satisfy the condition of discriminatory validity, the factorial loading of each construct should be greater than the correlations that occur between the constructs (Fornell & Larcker, 1981). Fornell and Larcker (1981) indicated that the square root of each latent variable AVE should be larger than all the correlation figures between that variable and other variables in order to determine the discriminate validity of the variable. The finding in Table 7 showed that the criteria for Fornell and Larcker (1981) has been fulfilled and that discriminate validity has been established.

Table 7: Fornell-Larcker criterion for checking Discriminant validity

CP	IF	Moderating	OF	SF
Effect 1				

CP	0.802				
IF	0.742	0.859			
Moderating Effect 1	-0.277	-0.532	0.752		
OF	0.609	0.523	-0.252	0.802	
sSF	0.621	0.576	-0.304	0.743	0.793

Note: Diagonal elements in bold = square root of AVE; Off-diagonal elements = correlation between constructs

Source: Field survey, (2020)

Henseler et al. (2015) demonstrate that the Fornell-Larcker criterion does not work well, notably when the indicator loads on the structure are significantly different (e.g., all indicator loads are between 0.65 and 0.85) and hence the criteria for the heterotrait-monotrait ratio (HTMT) (Voorhees et al., 2016). HTMT is defined as the average value of the item correlations (e.g., heterotrait-heteromethod correlations) over the (geometric) average correlations for the objects measuring the same construct (e.g., monotrait-heteromethod correlations). When HTMT values are strong or higher, discriminant validity problem is present. A threshold value of 0.90 is recommended as suggested by Henseler et al. Henseler et al. proposed a threshold value of 0.90. From Table 8, the values range from 0.2 to 0.8, meeting the heterotrait-monotrait ratio (HTMT) criteria, hence discriminant validity is attained.

Table 8: Heterotrait-Monotrait Ratio (HTMT)

	CP	IF	Moderating Effect 1	OF	SF
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CP				
IF	0.870			
Moderating	0.260	0.530		
Effect 1				
OF	0.711	0.574	0.240	
SF	0.709	0.623	0.287	0.850

Source: Field Data, (2020)

Assessment of the Structural Model

The structural model specifies the relationship among the latent variables based on a theoretical framework. Unlike the covariance-based approaches, the PLS does not allow for traditional based parametric techniques to test for its significance due to the “assumption of distribution-free variance” (Gotz et al., 2010). Alternatively, non-parametric tests such as coefficient of determination (R^2), predictive relevance (Q^2), outer loadings, variance inflation indicator (VIF), the effect size (f^2) and bootstrapping of the endogenous latent variable were used to assess the structural model.

Multicollinearity among Exogenous Variable

Multicollinearity was assessed in this study through the use of the Variance Inflation Factor (VIF) values (Kock, 2015). The accepted means according to Kock, measuring common-method bias in reflective models of variables in the model is by the use of Variance Inflation Factor (VIF). Every set of exogenous latent constructs in the model were examined for potential collinearity issues to find out if any variable or variables should be ignored, put together or create a theory based higher order model (Wong, 2013; Hair, Hult, Ringle, Sarstedt & Thiele, 2017). Multicollinearity assessment was carried out

to find out if the path coefficient were free from bias and to reduce the predictor constructs' levels of collinearity in the regression results (Hair et al., 2014, 2019).

The VIF figures are derived from the latent variable values of the exogenous construct (Hair et al., 2019). VIF values of five (5) or above indicate collinearity problem among the predictor constructs. However, problems of collinearity can occur at lower VIF values of 3 (García, García, López & Salmerón, 2015). VIF values should preferably be approximately 3 and lower. The VIF values of 3 and lower are recommended (Hair et al., 2019). From Table 9, the VIF values among the variables range from 1.397 to 2.507. These values fall within the recommended value range of 3 and lower. It can therefore be said that there is the absence of multicollinearity among the variables.

Table 9: Multicollinearity among exogenous variables

	CP
CP	
IF	1.954
Moderating Effect 1	1.397
OF	2.307
SF	2.507

Source: Field Survey (2020)

Coefficient of Determination (R^2)

Predictive capacity or accuracy of the model was assessed with the coefficient of determination (R^2) values of the endogenous variables. The R-square is the most frequent effect measurement in path models (Benitez et al., 2020). The R^2 values assess the variance that is explained in every endogenous variable and it is a measure of the explanatory power of the model (Shmueli & Koppius, 2011). R^2 indicates the combined effect of the exogenous constructs on the endogenous construct (Hair et al., 2011). According to Roldán and Sánchez-Franco (2012), the coefficient of determination (R^2) explains the variance of the latent construct, hence it measures the “goodness of fit” of the model against the manifest variables that were obtained empirically. The R^2 is referred to as predictive power (Rigdon, 2012).

The values of R^2 are between zero (0) and one (1). Substantial, moderate and weak explanatory powers can be found in R^2 values 0.75, 0.50 and 0.25 respectively (Hair et al. 2019). A more recent research has provided for R-square definitions as follows: findings over 0.67 (Substantial), 0.33 (Moderate) and 0.19 (weak). The R^2 values are within the range of zero (0) and one (1). R^2 values of 0.75, 0.50 and 0.25 respectively indicate substantial, moderate and weak explanatory powers (Hair et al., 2019). A more recent study prescribed tentative cut-off points (Kassem, Khoiry & Hamzah, 2020) for describing R-square as follows: Results above 0.67 (Substantial), 0.33 (Moderate) and 0.19 (Weak). Higher values of R^2 depict higher explanatory power. Nevertheless, according to Hair et al. (2019), a model over fits the data if the R^2 values are too high, that is too close to one (1). That implies that the model is also too

complicated to match the random noise in the sample that does not represent the population.

In some disciplines an R^2 value that is as low as 0.10 is considered satisfactory though, depending on the context, as is the case in stock return forecasts, etc. (Schwaiger & Raithel, 2012). Using the recommended R^2 values of 0.67, 0.33 and 0.19 respectively to indicate substantial, moderate and weak explanatory powers (Hair et al., 2019), the result in Table 10, reveal the coefficient of determination (R^2) for the latent construct, career progression is 0.635. This implies that the exogenous constructs of individual factors (IF), organisational factors (OF) and socio-cultural factors (SF) substantially explain 63.5% of the variation in the endogenous construct that is career progression (CP).

Table 10: Structural model coefficient of determination and assessment

Constructs	R Square	R Square Adjusted	Assessment
CP	0.644	0.635	Substantial

Source: Field Survey (2020)

Effect Size (f^2)

The effect size explores precisely the power of the relationships that exist between latent variables (Wong, 2013). The effect size (f^2) shows the extent an independent latent construct contributes towards a dependent latent construct's R^2 . Effect size assist researchers to evaluate the overall contribution of the exogenous variables on the endogenous variables in a particular study. Chin, Marcolin and Newsted (1996) opined that a research studies should not solely report the significance of relationships among variables but should also include the effect size (f^2) among the variables. Therefore, the study measured

the effect size to help evaluate how the elimination of a particular predictor construct will affect a dependent variable's R^2 through the use of the effect size (f^2) metric (Hair et al., 2019).

Values of effect size (f^2) above 0.35, 0.15 and 0.02 respectively can be interpreted as strong, moderate and weak (Wong, 2013; Sawilowsky, 2009). Table 11 shows the effect sizes (f^2) of the model's structural paths. From Table 11, the effect size for individual factors (IF) is 0.572, organisational factors (OF) is 0.051, socio-cultural factor (SF) is 0.026 and socio-cultural factor (SF) as a moderator is 0.050. Individual factors have the strongest effect size on career progression. OF, SF and MF have weak effect on career progression.

Table 11: Effect size of Exogenous Variables

	F^2	Assessment of Effect
CP		
IF	0.572	Strong
Moderating Effect 1	0.050	Weak
OF	0.051	Weak
SF	0.026	Weak

Source: Field Data, 2020

Predictive Relevance (Q^2) (Cross validated Redundancy)

Predictive relevance of the direct effect was measured with the Q^2 in addition to the values of R^2 . Q^2 is another way to evaluate the model's predictive accuracy values (Chin, 2010; Fornell & Cha, 1994) and the most common way in measuring the effect size in path models (Benitez et al., 2020). Q^2 measures the predictive validity of a model. The Q^2 values were obtained by way of blindfolding procedure which estimates the model parameters. The blindfolding

process eliminates single points found in the data matrix, imputes the eliminated points including the mean and evaluates the parameters of the model (Rigdon, 2014; Sarstedt, Ringle, Smith, Reams & Hair, 2014). Q^2 does not only measure out-of-sample prediction, but also includes in-sample explanatory power put together out of sample prediction (Sarstedt, Ringle & Hair, 2017; Shmueli, Ray, Estrada & Chatla, 2016). Using these measures as input, the blindfolding process predicts the data points, which were eliminated for all constructs.

Greater values of Q^2 show greater predictive accuracy resulting from small differences of the original and predicted values (Hair et al., 2019). Values of Q^2 should be greater than zero so that a particular dependent variable can reveal the predictive accuracy of the model for that particular dependent variable (Hair et al., 2019). Values greater than zero indicate small predictive relevance, 0.25 indicate medium predictive relevance and 0.5 indicate large predictive relevance of the model (Hair et al., 2019). Wong (2013) again categorized Q^2 values and their relevance as follows: $0.02 \leq Q^2 < 0.15$ as weak effect: $0.15 \leq Q^2 < 0.35$ as moderate effect and $Q^2 \geq 0.35$ as strong effect.

However, in the path model the prescribed tentative cut-off points for representing the R-square values are as follows: Results above 0.67 (Substantial), 0.33 (Moderate) and 0.19 (Weak) (Kassem, Khoiry & Hamzah, 2020; Garson, 2016). Table 12 displays the predictive relevance in the model. Based on Kassem, Khoiry and Hamzah, (2020) criteria, the Q^2 value for this model from Table 12 is 0.384, which indicates a moderate predictive relevance.

Table 12: Predictive Relevance (Q²)

Variables	Q ²	Assessment
CP	0.384	Medium/Moderate

Source: Field Data (2020)

Outer Loadings

When a configuration is reflectively evaluated, the associations between the inner proxy and its indicator variables (outer loads) are applied. The absolute contribution of the indicator to the construct would be viewed in connection with its impact loading (i.e. the relationship between the indicator and its construction) (Cenfetelli & Bassellier, 2009). A threshold value of 10⁻⁵, to ensure convergence of the PLS-SEM algorithm, is suggested. Sarstedt, Ringle and Hair (2017) notes that if loading is still not significant, indicators with a non-significant weight should certainly be omitted. From Table 13 below, all the outer loadings are significant as the P-values are lower than 0.5, with t-statistics greater than the minimum threshold of 1.97.

Table 13: Outer Loadings

	Original Sample (O)	T Statistics	P Values
CP3 <- CP	0.856	35.111	0.000
CP7 <- CP	0.705	11.158	0.000
CP9 <- CP	0.835	33.392	0.000
IF2 <- IF	0.819	19.861	0.000
IF3 <- IF	0.880	38.641	0.000
IF4 <- IF	0.862	31.620	0.000
IF5 <- IF	0.851	35.503	0.000
IF6 <- IF	0.874	34.681	0.000
IF8 <- IF	0.864	37.760	0.000
OF1 <- OF	0.832	22.903	0.000
OF2 <- OF	0.759	16.191	0.000
OF3 <- OF	0.822	25.613	0.000
OF4 <- OF	0.863	47.232	0.000
OF5 <- OF	0.727	13.609	0.000
SF1 <- SF	0.714	13.008	0.000

Table 13 Cont'D

SF1 * IF2 <- Moderating Effect 1	0.864	3.424	0.000
SF1 * IF3 <- Moderating Effect 1	0.960	3.379	0.000
SF1 * IF4 <- Moderating Effect 1	0.838	3.699	0.000
SF1 * IF5 <- Moderating Effect 1	0.875	2.659	0.004
SF1 * IF6 <- Moderating Effect 1	0.925	3.555	0.000
SF1 * IF8 <- Moderating Effect 1	0.896	3.231	0.001
SF2 <- SF	0.815	22.877	0.000
SF2 * IF2 <- Moderating Effect 1	0.844	3.292	0.001
SF2 * IF3 <- Moderating Effect 1	0.998	3.314	0.000
SF2 * IF4 <- Moderating Effect 1	0.874	3.739	0.000
SF2 * IF5 <- Moderating Effect 1	0.944	3.037	0.001
SF2 * IF6 <- Moderating Effect 1	0.937	3.571	0.000
SF2 * IF8 <- Moderating Effect 1	0.891	3.021	0.001
SF3 <- SF	0.753	16.750	0.000
SF3 * IF2 <- Moderating Effect 1	0.816	3.706	0.000
SF3 * IF3 <- Moderating Effect 1	0.925	3.716	0.000
SF3 * IF4 <- Moderating Effect 1	0.854	3.870	0.000
SF3 * IF5 <- Moderating Effect 1	0.879	3.043	0.001
SF3 * IF6 <- Moderating Effect 1	0.888	3.790	0.000
SF3 * IF8 <- Moderating Effect 1	0.888	3.846	0.000
SF4 <- SF	0.851	38.418	0.000
SF4 * IF2 <- Moderating Effect 1	0.811	3.533	0.000
SF4 * IF3 <- Moderating Effect 1	0.969	3.627	0.000
SF4 * IF4 <- Moderating Effect 1	0.876	3.919	0.000
SF4 * IF5 <- Moderating Effect 1	0.900	2.940	0.002
SF4 * IF6 <- Moderating Effect 1	0.969	4.029	0.000

Table 13 Cont'D

SF4 * IF8 <- Moderating Effect 1	0.920	3.744	0.000
SF5 <- SF	0.827	25.367	0.000
SF5 * IF2 <- Moderating Effect 1	0.767	3.332	0.000
SF5 * IF3 <- Moderating Effect 1	0.909	3.776	0.000
SF5 * IF4 <- Moderating Effect 1	0.798	3.414	0.000
SF5 * IF5 <- Moderating Effect 1	0.767	3.091	0.001
SF5 * IF6 <- Moderating Effect 1	0.807	3.324	0.000
SF5 * IF8 <- Moderating Effect 1	0.816	3.794	0.000
SF6 <- SF	0.788	19.439	0.000
SF6 * IF2 <- Moderating Effect 1	0.754	3.381	0.000
SF6 * IF3 <- Moderating Effect 1	0.915	3.672	0.000
SF6 * IF4 <- Moderating Effect 1	0.768	3.483	0.000
SF6 * IF5 <- Moderating Effect 1	0.824	3.092	0.001
SF6 * IF6 <- Moderating Effect 1	0.774	3.406	0.000
SF6 * IF8 <- Moderating Effect 1	0.820	3.737	0.000

Source: Field survey (2020)

Path Coefficients and their Significance

The structural modelling is conducted to determine the path coefficient for the bootstrapping test of the hypotheses and the findings of the structural model are shown in Table 14 below. Apart from assessing the predictive relevance, significance of the structural model was also tested. Bootstrapping was conducted to assess the path coefficients' significance and evaluate their values. The bootstrap of 152 cases was run using 500 bootstrap samples with no sign changes while the blindfolding algorithm was conducted using the PLS algorithm. Blindfolding is a sample re-used technique which omits data point in six intervals in the endogenous construct indicators and extreme parameters

with the remaining data point (Hair, Sarstedt, Hopkins & Kuppelwieser, 2014). Table 14 reports the path coefficients (i.e., beta values in traditional regression), test statistics from which the P-values are based and the P-values (Sig.).

Since all preliminary considerations had been duly assessed and so far, meets all the necessary criteria for PLS SEM, the various hypotheses for objective were tested. The objectives were to firstly, examine the effect of individual factors on female lecturers' career progression. Secondly, to assess the effect of organizational factors on female lecturers' career progression. Thirdly, determine the effect of social factors on female lecturers' career progression. Lastly, the moderating role of socio-cultural factors on the relationship between individual factors and career progression. These objectives were assessed by examining their relationships, strength and direction using the path coefficient and their t-statistics. If the values of the t-statistic are greater than 1.96, it implies that the variables are significantly related (Wong, 2013; Hair et al., 2019). In addition, if the P-value is less than 5%, then the variable is statistically significant. The results of the examination of the objectives were presented in Table 14.

Table 14: Results of structural equation model

Structural path	Path Co.(β)	T-stats	P Values
IF -> CP	0.630	5.428	0.000
Moderating Effect 1 -> CP	0.135	1.810	0.035
OF -> CP	0.205	2.961	0.002
SF -> CP	0.153	1.554	0.060

Note: β=path coefficient, T-Values, P-Values: P<0.05

Source: Field Data (2020)

H1: There is a significant positive effect of individual factors on female lecturers' career progression

The first research hypothesis sought to test the effect of individual factors (IF) on career progressing (CP) using PLS-SEM and this is presented in Table 14. It was therefore, expected that the more female lectures believe in themselves and their capabilities, the higher their chances of progressing. The empirical result in Table 12 show that individual factors (IF) which borders on self-efficacy, personality, and self-perception had a significant effect on career progression (CP) ($\beta = 0.630$; $t = 5.428$; $p = 0.000$).

The positive Beta value of 0.630, which happens to be the highest, indicates that individual factors has 63% effect on career progression on female lecturers in UCC. The P-value for individual factors is 0.00 showing a very strong significance. This implies that when for a female to progress, she must strongly believe in herself, that is her inner abilities. How she perceives herself, her self-efficacy and her personality are internal factors that is within the female lecturers' ability to control. Other external factors can be in place but the major important factor are the internal factors.

This study proves that for a female lecturer to be able to accelerate through the academic ladder, further her education and hold various positions in the University, she has to believe in herself, have positive perception about her personality and her self-efficacy. Thus, if the University Human Resource Directorate is aiming at ensuring that female lecturers do not continually remain the less privileged when it comes to career progression, efforts should be directed to ensuring that the individual have self-confident and a positive perception about themselves. Therefore, hypothesis 1 has been supported.

The finding is agreeing with some studies like Tarimo and Swai (2020) that alluded that low self-confidence is a major factor that inhibits career progression. As well as Hassan, Baharom and Mutalib (2016) that confirms this assertion that individual factors such as attitude, personality and self-efficacy are significant factors for an individual's career development. On the contrary, Tlaiss and Kauser (2011) claimed individual factors (personality traits, etc.) has an insignificant effect on career progression.

H2: There is a significant positive effect of organizational factors on female lecturers' career progression

The second hypothesis expected that organisational factors (OF) will have a significant positive effect on career progression (CP). This is to examine whether there are some conditions in the institution female lecturers work with (the University) that impedes their ability to progress. It was therefore, expected that organisational factors like policies, structures, etc. may directly or indirectly affect female lecturers from progressing through their academic career.

Table 14 empirically revealed that organisational factors (OF) which consist of organisational policies, availability of information, opportunities for professional development had a significant positive effect on career progression (CP) ($\beta = 0.205$; $t = 2.961$; $p < 0.05$). The beta value for organisational factors is 0.205, which is also positive and happens to have the second highest effect on female lecturers' career progression and significance value lesser than 0.05. This implies that organisational factors have a significant effect on female lecturers' career progression. It means that when female lecturers perceive organisational policies to be favourable, receive adequate information about their promotion and get enough opportunities for their professional

development, it will facilitate their chances of progressing through their career. This indicates that external factors are also important for career progression.

Bagdadli and Gianecchini (2019) opined that career advancement needs a systematic support of organizations. Thus, if Universities want their female lecturers to progress at par with their male counterparts, then policies should be favourable to female lecturers and also provide them with more or adequate information and opportunities to enhance their advancement. Information in this dispensation is very important for any action of a female lecturer, as well as the opportunities available to them. Same can be said about the policies that governs the actions and activities of female lecturers in the university. Therefore, hypothesis 2 has been supported.

Earlier researches suggested that organisational factors have a significant positive effect on career progression of which this current study supports their findings. Walt and Adjah (2017) argued that organisational factors such as promotion requirements, organization's discriminatory practices in recruitment, selection, etc. have the most significant effect on female lecturers' career progress. However, this current study did not find organisational factors as the most suppressing factor, though they affect female lecturers' career progression but rather the individual factors were the major militating factors.

H3: There is a significant positive effect of socio- factors on female lecturers' career progression

The third hypothesis (H3) was hypothesized for socio-cultural factors (SF) to have a significant positive effect on career progression (CP). It was expected that socio-cultural factors will have the tendency of preventing female

lecturers form progressing through their career. It revealed in Table 14 empirically, that socio-cultural factors (SF) which includes mentorship and culture does not have a significant effect on career progression (CP) ($\beta = 0.153$; $t = 1.554$; $p > 0.05$). The significance value is greater than 0.05 and a Beta value of 0.153. Though socio-cultural factors have an effect of 15% on career progression of female lecturers in the model, this effect is not significant as the significance value is higher than the 5% threshold.

This implies that the culture and mentorship system does not matter when it comes to career progression of female lecturers in UCC. Female lecturers in the University of Cape Coast do not entirely see themselves as being limited by these socio-cultural factors since some women have been able to pull through to achieve higher heights in the Universities. The researcher sought to find out why this unexpected result happened using interview.

The qualitative result revealed that mentorship is not effective in UCC and that it is not contributing to their career progression. It is by their own effort and resilience that pushes them for promotion. The only role mentors assigned to them play is to fill a form when they are due for promotion. So, without a mentor, female lecturers can progress. Through the interview with the female lecturers, this was the responds by one participant.

“We have seen people progress even without mentors. I have not seen anybody say my mentor did A, B, C, or D for me to get to this level. At UCC when you are appointed as a lecturer, you are given a mentor but I think that in a whole, the mentorship guidance has not been very effective” (respondent 4).

Firstly, the result indicates that cultural issues do not prevent female lecturers from attaining their feet in their chosen career path. It is believed that

once on individual has been able to sail through these cultural practices since birth through to this level, she will not allow those unfavourable cultural values and practices affect her. That is to say that female lecturers have identified these unfavourable cultural values that draws them back and have forcefully developed a way to overcome these cultural barriers, it does not in any way affect their progression. One of the respondents echoed that this way:

“People are beginning to see the aspect of culture that draws them back. So, the women themselves are being forceful enough to overcome those cultural barriers and so far, for me, I think that the culture does not affect me in any way” (participant 6).

Secondly, the result indicate that the world has advanced enough and gradually some cultures as well as traditions are losing their importance. A lot of education is out there by various agencies, organisations, institutions, etc. and this has changed the orientation of many people. Though, these cultures and traditions do exist, it is not highly upheld in the negative way, but rather efforts are being made to modify them to suit our current dispensation. The response from one respondent states:

“I think the negative aspect of culture that use to restrict women is being gradually eliminated and people are catching up with it. So, it really doesn't affect someone who has gone through primary school, senior high school, University for Degree, Masters and PhD, they do not care about this culture thing” (participant 1).

Issues like mentoring, culture, etc. could individually have a significant effect on career progression as proven by some researches which centred only on individual issues (Amposaa-Asenso, 2018; Behar-Horenstein & Kuang,

2019). But from this study, when these issues are lumped together, the effect is not significant, proving that specific factors or issues such as culture and mentorship is industry, institution or geographical location specific (Spigel, 2017). This study disagrees with earlier researches which asserted that socio-cultural factors have an effect on career progression (Tarimo & Swai, 2020; Rijal & Wasti, 2018; Amposaa-Asenso, 2018; Datta & Agarwal, 2017). Hence, hypothesis 3 was not supported in this study.

H4: Socio-cultural factors statistically moderates the relationship between individual factors and career progression

Limited literature exists showing the interacting relationship between various aspects of the factors affecting career progression. Hypothesis 4 was dedicated towards testing this nexus. It was expected that the moderating factor (socio-cultural factors) will affect the interaction between the exogenous variable (individual factor) and the endogenous variable (career progression).

Table 14 indicates that socio-cultural factors significantly moderate the relationship between individual factors (IF) and career progression of female lecturers (CP) ($\beta = 0.135$; $t = 1.810$; $p < 0.05$). The Beta value 0.135 indicates that socio-cultural factors have 13.5% effect on the relationship between individual factors and career progression of female lecturers. The significance value is lesser than the 5% threshold, indicating that the strength of the moderation effect of (SF) on the relationship between IF and CP was statistically large enough to really matter. This suggest that the impact of the individual factors (IF) on career progression (CP) tends to be higher as the socio-cultural factors (SF) such as mentorship and culture becomes favourable.

On the other hand, the impact of individual factors (IF) on career progression (CP) tends to be lower as the socio-cultural factors becomes unfavourable. This is to say that when mentorship and culture are perceived not to be supportive to the female lecturers' career, the female lecturer will not have the confidence to push harder to progress through the academic ladder as desired. Therefore, research hypothesis 4 was supported statistically. This interaction agrees with studies that says that the socio-cultural factors have an influence on an individual's inherent abilities conducted by Mak and Tran (2001).

An interview was conducted to get more insight on this finding. The result indicated that socio-cultural factors come in to encourage individuals to put up their best. Factors like mentorship and culture serves as hygiene factors as described by Herzberg in his motivational theory. When present or favourable, female lecturers will be happy but when they are not favourable, they cannot prevent them from progressing. Through the interview, a respondent confidently affirms that favourable socio-cultural factors come in just to add up to their individual effort. She stated it in this manner:

“.... with or without a mentor, I will still get to the stage where I want to get to. But having a mentor will be a plus for me” (participant 3).

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

Introduction

The chapter five includes summary of the objectives, research methods as well as data analysis techniques of the study. The summary of key findings relating to each objective, conclusions drawn from the findings, recommendations for policy consideration and suggestions for further research.

Summary of the Research Process

The literature is replete with conceptual arguments with regards to the factors affecting career progression. Based on extensive literature review, the study's aim was to examine the effect of both internal and external factors on career progression of female lecturers in the University of Cape Coast, Ghana. Specifically, the study sought to examine the effect of individual factors, organisational factors and socio-cultural factors on of female lecturers' career progression in the University of Cape Coast, Ghana. Four hypotheses were formulated and tested.

The Partial Least Squares Structural Equation Modelling (PLS-SEM) was the statistical tool employed for testing the hypotheses in this study. From a population of 168 female lecturers, using census sampling technique, 152 participated in the study making the response to be 91%. Following successful pre-testing of research instrument, questionnaires adopted from existing literature was self-administered through printed and online means. The questionnaires were tested for reliability and validity. Research instrument centred on individual factors, organisational factors, socio-cultural factors and career progression, as well as personal characteristics of female lecturers.

Obtained data were analysed quantitatively, using descriptive statistics, including frequencies and percentages. Analysis on the relationships between the three major variables were done using Partial Least Squares Structural Equation Modelling. Qualitative data was latter obtained through interview to further probe into the findings from the quantitative analysis.

IBM SPSS Statistic version 25 (IBM SPSS 25) and SmartPLS (SmartPLS 3 .0) software were employed in analysing the data. A summary of the key findings of the study follows. An alpha level of 0.05 was used to test the level of significance. This study identified factors that were perceived to affect women career progression in the University of Cape Coast. These factors included individual factors, organizational factors and socio-cultural factors. The study noted that these factors were intertwined and affects each other to some extent, making the factors affecting women career progression complex.

Summary of Key Findings

The key findings related to the objectives and hypotheses of the research are summarized. The first specific objective of the study focused on examining the effect of individual factors on career progression of female lecturers. The individual factors had a positive and significant effect on career progression ($IF = 0.630$; $p < 0.05$). This finding is consistent with other existing literature that posit that when individuals have high self-efficacy and positive perception about themselves, it enhances their overall ability and chances to progress. Hence, individual factors which had the higher effect among the independent variables, plays a very significant role on the career progression of female lecturers in UCC.

In relation to the second objective, the study also examined the effect of organisational factors on career progression. The study revealed that organisational factors positively influence career progression ($R^2 = 0.205$; $p < 0.05$). This implies that for every female lecturer to be able to progress, some organisational factors like policies, information availability, etc. must be looked at and seriously considered, as they have the tendency of influencing their ability to progress through the academic rank.

The effect of socio-cultural factors on career progression as a third objective was equally examined. Amazingly, the study found that socio-cultural factors had a positive relationship with career progression but its effect on career progression was not significant ($R^2 = 0.153$; $p > 0.05$). Socio-cultural factors had an effect size of 0.153 in the model, being the smallest effect size, its effect on career progression was insignificant. That is to say that issues of mentorship, culture, etc. when not favourable, cannot impede a female lecturers' career progression. Socio-cultural factors rather, moderates the relationship between individual factors and career progression with a moderating effect of 0.135. That means when favourable, it encourages the individual to work hard towards her progression.

The overall effect of individual factors, organisational factors and socio-cultural factors on career progression was also examined. The findings indicate that individual factors, organisational factors and socio-cultural factors collectively had predicted power of 64.4 on career progression of female lecturers in the University of Cape Coast. This means that these factors jointly explain up to 64.4% of the variation in the career progression.

Finally, some existing studies have argued that, individual factors, organisational factors and socio-cultural factors have a positive significant effect on career progression. These assertions were supported by this study's finding which indicated a positive effect of individual factors, organisational factors and socio-cultural factors on career progression. Based on this result, the study concludes that both internal and external factors (individual factors, organisational factors and socio-cultural factors) provide a positive influence on career progression of female lecturers in the University of Cape Coast, Ghana.

Conclusion

The findings showed that female lecturers at UCC are underrepresented in senior management roles. Per the information given and the topics discussed, University management will be able to figure out the strategies and policies to adopt to strengthen the conditions for female lecturers and to figure ways to remove restrictions on their career progression in the University. Similarly, female lecturers would know the measures required to bridge the phenomenon of glass ceiling.

Contribution to knowledge

1. Research into the relationship between individual factors, organisational factors and socio-cultural factors and career progression of female lecturers usually employs descriptive analysis to evaluate the relationship. This study employed a multiple regression analysis to evaluate the direct relationship between these variables.
2. No research has sought to examine the possible moderation effect of socio-cultural factors on career progression. This study, however, breaks

new ground by presenting a major attempt to understand the moderating role of this variable.

3. This study for the first time tested the effect of both individual factors, organisational factors and socio-cultural factors in one study with specific items without treating variables in a lump sum. This study adds to a growing body of knowledge that explores factors affecting career progression.

Recommendations

The following recommendations are made based on the study results and conclusions:

1. Since individual factors had a stronger effect on career progression of female lecturers, the study first recommends that University programmes and strategies to promote female lecturers' career progression should focus more on building their self-efficacy, personality and self-perception to enable them take initiatives on their own. The first step to success is the individual herself.
2. Human resource practitioners must relook at the human resource policies regulating lecturers in the University. Considering the unique challenges women face in their career path, it is unfair for them to be equated to their male colleagues when it comes to issues of promotion. Therefore, the study recommends that separate criteria should be given to female lecturers, so they will be able to progress. Adopting work-life policies such as day-care facilities for new mothers, flexible working hours for new mothers, just to name a handful. Family-friendly or work-life programs should be structured to allow employees to balance the

conflicting demands of work and family in today's fast-paced, dynamic environment.

Furthermore, adequate opportunities and information should be provided to female lecturers. Any information about promotion or related to their work should be formally disseminated to all and not through rumour. Opportunities for training, seminars and professional developments must also be accessible by female lecturers.

3. Effective mentorship systems should be instituted. Although, mentorship does not directly affect female lecturers' career, this depends on its effectiveness. An effective mentorship relationship is very important for female lecturers' career progress as it seeks to motivate them to work hard and develop positive attitudes towards their career progression.

Policy Implication for University of Cape Coast

The problem of underrepresentation of female academics in senior level requires immediate policy measures as an intervention to increase female representation to top positions in academia. Increasing women's representation in higher positions is necessary to achieve gender parity in academia and empower women with an assumption that they will represent the interest of women and engender the decisions made by the University. There is a need to have career development policy which will support career advancement of female academicians by addressing the factors that drag back the career progression of female lecturers. Although the University have employment policy, there is a need to review the policies and develop mechanisms to implement same.

Suggestions for Further Research

Although, the study provides useful insight into the factors hindering female career progression in the University, the study did not exhaust all Universities but only the public University. It is therefore, suggested that further research focus on replicating this study in the private Universities, here in Ghana to have a better understanding of the factors affecting female lecturers from a different angle.



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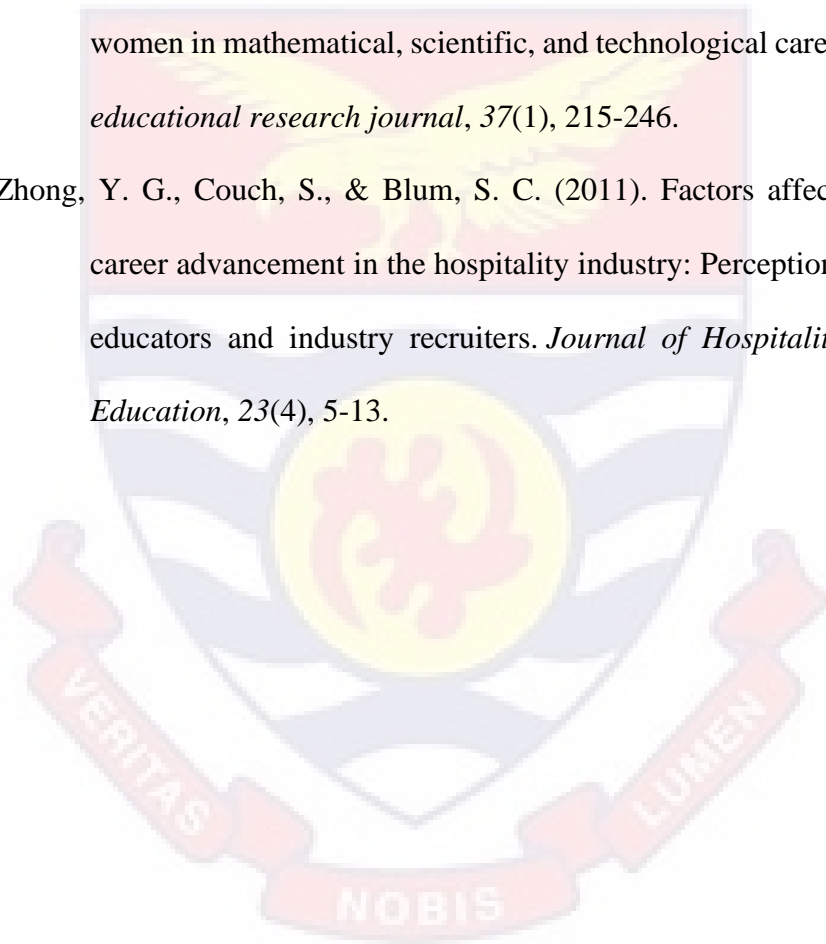
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APPENDIX
UNIVERSITY OF CAPE COAST
SCHOOL OF BUSINESS
DEPARTMENT OF MANAGEMENT
QUESTIONNAIRE ON CAREER PROGRESSION AMONG FEMALE
LECTURERS AT THE UNIVERSITY OF CAPE COAST

Dear Sir/Madam,

I am an Mcom student of the University of Cape Coast undertaking a research project in partial fulfilment for the award of Master of Commerce in Management. This questionnaire is designed for academic purpose and is intended to collect information on female lecturers' career progression experience at University of Cape Coast. The results will help management of the University in formulating policies on career development for female lecturers. I will be most grateful if you could take time off your busy schedule to respond to these questions as candidly as you can. The information you give will be treated as confidential and you are at no risk responding to these questions. Please respond to all items honestly and do not write your name on the questionnaire. Respond by putting a tick (√) in the box provided.

Section A: Extent to which Individual factors affects your career progression

The table below presents a number of Individual factors that could influence your career progression. Indicate the extent to which you agree or disagree with each of the statement using the scale; strongly agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)

No	Items	SA	A	D	SD
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1	I hesitate to take up promotion opportunities				
2	I am not able to gain credibility from my supervisors				
3	I am not able to gain credibility from my colleagues				
4	My negative self-perception constrains my progress				
5	I do not aspire to reach the executive status in my organization				
6	I lack professional confidence to pursue higher roles				
7	I have low self-esteem about myself				
8	I am not pro-active enough in preparing for opportunities				
9	I do not have the ability to favourably compete with men for senior positions				
10	I am not able to commit to my career progression				
11	My traits are described as weak				
12	I am less equipped with the right temperament to handle the arduous role of higher position.				
13	I lack ideas about my future career goals				

14	I am not hardworking enough to enable me move ahead				
15	I am not multi-tasking enough to allow me climb the ladder speedily				

Section B: Effect of organizational factors on Career progression

The table below presents a number of institutional framework factors that could influence your career progression. Indicate the extent to which you agree or disagree with each of the statement using the scale; Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)

No	Item	SA	A	D	SD
1	My institution does not have a clear policy on career development for women				
2	There are no fair guidelines for my promotion in my institution				
3	Corruption does not favour my career development in my institution				
4	My institution does no offer career counselling services to female lecturers				
5	Adequate information on training opportunities is not availed to me in my institution				
6	I do not receive adequate opportunities for professional development at work				

7	My institution does not favour my career development as compared to male lecturers				
8	I am not assured of promotion in my institution, even if I advance my education by enrolling on a course				
9	There are no adequate opportunities for me to pursue further education despite that I work in a university				
10	Both men and women in my institution do not have equal chances of career progression				
11	Discrimination do not favour my career development in my institution				

Section C: Effect of socio-cultural factors on Career progression

The table below presents a number of socio-cultural factors that could influence your career progression. Indicate the extent to which you agree or disagree with each of the statement using the scale below. Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

No	Item	SA	A	D	SD
1	I do not receive fair judgment regarding my work performance compared to men				
2	I lack mentorship				
3	It is not easy for me to establish informal networks				
4	Male hierarchy in my institution is not likely to promote me for managerial positions as compared to men				

5	Inhospitable culture does not encourage my career progress				
6	Limited number of women in senior management position hinder my career progress				
7	Limited understanding among management of the value of gender diversity at senior management level impedes my career progress				
8	Workplace culture does not make it easier for women to succeed than men				
9	Colleagues at work are not supportive of me when seeking career advancement				
10	I do not get support from other women				

Section D: Career progression

The table below presents items on your career progression. Indicate the extent to which you agree or disagree with each of the statement using the scale below.

Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

No.	Items	SD	D	A	SA
1	I am not able to meet the requirement for promotion early as compared to my male colleagues				
2	I have not received the level of promotions I am due				
3	I feel my cash compensation is not enough				
4	I have not received the right type of training I require to progress				

6	I have not had the opportunity to occupy any higher position in my institution				
7	I lack the education required for holding leadership positions				
8	Management lack commitment to creating an environment in which female executives progress				
9	I am less equipped with skills to handle the arduous role of higher position.				
10	I have not been changing jobs throughout my working years				

1. Are there other factors that affects your career progression? Yes () No

()

If yes, Specify

(i).....

(ii).....

(iii).....

(iv).....

(v).....

(vi).....

2. Please suggest ways to improve your career progression

(i).....

(ii).....

(iii).....

(iv).....

(v).....

(vi).....

Section E: Demographics

1. Marital status: (a) Single [] (b) Married [] (c) Separated [] (d) Divorced []
2. What is your rank? (A) assistant lecturer (B) lecturer (C) Senior lecturer (D) Associate professor (E) Full Professor (F) Others,.....
3. On an average, how many courses do you teach in a semester? (A) 1- 2 (B) 3-4 (C) 5-6 (D) above 6
4. Do you have additional job-related responsibility? (A) Yes (B) No
5. If yes, in what position do you perform the additional responsibility? (A) Exams/Registration Officer (B) Head of department (C) Director (D) Vice Dean (E) Dean (F) Pro. VC (F) Others.....
6. Yes [] No []

Thank you for participating

Interview Guide

1. Do mentorship and culture affect your career progression?
2. According to my study on career progression in UCC, I found out that socio-cultural factors which included mentorship and culture does not affect female lecturers' career progression, why do you think it does not affect your career progression.



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UNIVERSITY POST OFFICE
CAPE COAST, GHANA

10th March, 2020

Our Ref:

Your Ref:

The Registrar
University of Education, Winneba
Winneba, Ghana

Dear Sir/Madam,

INTRODUCTORY LETTER: JENNIFER ONOMAH (SB/MGN/18/0004)

The bearer of this letter, Miss Jennifer Onomah, is a Master of Commerce student of the above mentioned department. She is conducting a research on the topic "**Career Progression among Female Lecturers in the University of Cape Coast**" as part of requirements for obtaining a Master of Commerce degree in General Management at the University of Cape Coast. She would like to pretest her research instrument with Female lecturers in your institution as the respondents.

I would be grateful if she is given the permission and granted the necessary assistance to enable her carry her pilot study.

Thank you.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Abraham Ansong'.

Dr. Abraham Ansong

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