

UNIVERSITY OF CAPE COAST

WOMEN IN ACADEMIC LEADERSHIP POSITIONS IN THE  
UNIVERSITY OF CAPE COAST

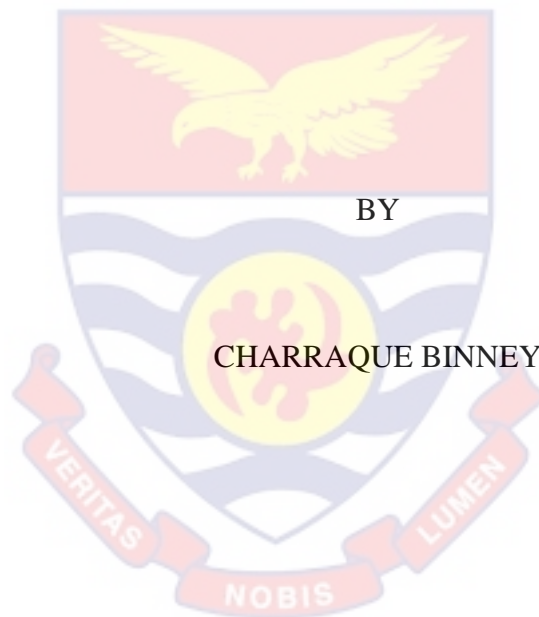


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UNIVERSITY OF CAPE COAST

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UNIVERSITY OF CAPE COAST



Thesis submitted to the Institute for Educational Planning and Administration,  
University of Cape Coast, in partial fulfilment of the requirements for the  
award of Master of Philosophy degree in Administration in Higher Education

JUNE, 2023

## DECLARATION

### Candidate's Declaration

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

Candidate's Signature: ..... Date: .....

Name: Charraque Binney

### Supervisor's Declaration

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

Supervisor's Signature: ..... Date: .....

Name: Dr. Janet Alberta Koomson

## ABSTRACT

The subject of women in educational leadership positions has recently gained significant attention, prompting this research to focus on identifying the challenges confronted by women in academic leadership roles specifically at the University of Cape Coast. Being a qualitative study, a case study design and an interview guide was employed to gather data from eleven academic females occupying leadership positions in the university. A census survey technique was used to obtain participants from the five colleges of the university. Data were analysed using thematic analysis techniques. The study revealed five prominent themes that contributed to the study's overall aim. The study found that women occupying academic leadership positions at the University of Cape Coast have multifaceted roles, encompassing communication, supervision, and evaluation. It was also revealed that the challenges encountered by women in academic leadership positions have negative influence on their work performance. Finally, the study found that networking, professional development, provision of support system and mentoring are some of the appropriate measures that could be adopted to curb or mitigate the occurrence of the challenges associated with women in academic leadership positions. In light of these findings, the study recommended that organisations involved in combating prejudice against women, such as churches and governmental agencies, organise seminars, workshops, and public awareness campaigns to help eliminate discrimination. Equally important is the provision of specialised support structures to empower women in academic leadership positions, particularly within universities, thereby enhancing their effectiveness.

## **KEYWORDS**

Academic

Challenges

Public University

Tertiary Institutions

Women

## ACKNOWLEDGEMENTS

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## **DEDICATION**

To my husband (Sonny Martey), my three children (Chris, Cecil and Matina Martey) and my late father in-law (Francis Martey)

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## LIST OF ACRONYMS

|         |   |
|---------|---|
| CANS –  | College of Agriculture and Natural Sciences           |
| CODE -  | College of Distance Education                         |
| COES –  | College of Educational Studies                        |
| COHAS – | College of Humanities and Legal Sciences              |
| IEPA –  | Institute for Educational Planning and Administration |
| UCC –   | University of Cape Coast                              |

## CHAPTER ONE

### INTRODUCTION

The significance and complexity of women's roles within each society are paramount, as they contribute substantially to societal advancement and overall well-being. Women have also played an instrumental role in shaping the future of numerous generations. As mentors and role models, they assume a vital responsibility in shaping young minds, imparting knowledge, and cultivating values into the individual. Hence, the active engagement of women in leadership roles do not only facilitates social progress but also empowers all other individuals to attain their maximum capabilities. Consequently, it is crucial to conduct research that investigates the factors impeding their efficacy in various spheres of human endeavour.

#### **Background to the Study**

Women participation and involvement in leadership roles has become a rising and perceptible feature in several regions including Sub Saharan Africa and even all over the world. The development of every country, undoubtedly, depends largely on the efforts of both men and women, however, research abound in its praise of women being the greatest contributors in decision making as well as its implementation. This perhaps might be the motivation of Kwegyir Aggrey when he said "When you educate a man, you educate an individual, but when you educate a woman, you educate a nation." Against this background, evidence abound to support the claim that women in leadership positions all over the world, play a vital role and for that matter their efforts and contributions cannot be overlooked (Donohue-Mendoza, 2012; Eagly & Carli, 2018; Gipson, et al., 2017; Madsen, 2012).

Leadership has been defined as the process of influencing and guiding individuals or a group towards achieving shared goals or objectives (Northouse, 2021). It involves motivating and inspiring others to willingly contribute their efforts towards the collective vision, while also providing direction, making decisions, and facilitating the necessary actions for progress (Avolio et al., 2009; Bass & Riggio, 2006). According Judge et al. (2009), leadership is a multifaceted concept with various theoretical perspectives. The trait theory suggests that certain inherent characteristics, such as intelligence, self-confidence, and integrity, contribute to effective leadership.

Many women who aim for higher leadership roles are discouraged from continuing their pursuit because they encounter both overt and covert barriers to advancement. Women's achievements and rise to positions of power in industry and government have been chronicled in literature. In educational institutions, however, women's input is still rarely completely acknowledged despite its obvious impact on policymaking. Multiple studies (Donohue-Mendoza, 2012; Madsen, 2012) reveal that women are still underrepresented in top leadership roles in universities. Leadership styles are becoming more studied in an effort to identify gender differences and similarities in management techniques (Aiston & Jung, 2015). The link between leadership, gender, and organisational culture lies at the heart of the dispute, and the conclusions of these researches are highly conflicting.

Furthermore, some academics have claimed that men and women have fundamentally different leadership styles when considering women's capacity to take positions of leadership in schools (Gipson et al., 2017; Martin, 2015). Women, on the other hand, often avoid leadership and decision-making roles

due to low self-esteem and a preference for creative expression. It is implied that women do not possess the requisite skills and experience to take positions of authority. There are many who attribute this risk to women. The establishment of women in executive roles would be hindered by such cultural constraints (Radu, Deaconu, & Frasinianu, 2017).

Pease & Pease (2017) argue that these women consciously choose to be economically constrained because, as head of household, it is traditionally the man who provides financial support. Women have made great strides in the last few decades, both in terms of educational attainment and workplace participation. Some people really believe that women now have the same privileges and possibilities as men and that women have achieved parity with men in society (Meharroof, 2009). However, there are those who have a very different perspective on women's roles in today's world. Although women are stereotyped as being weak, they are actually the backbone of society, and their increased participation in the workforce over the past few decades has caused significant shifts in power and prestige. Women are just as competent as males of fulfilling management jobs and responsibilities. They are also endowed with the aptitudes and skills necessary to make significant contributions to the development of nations.

Gipson et al. (2017) also built on the many previous articles that have discussed the disparity between male and female leadership styles. According to Ayman and Korabik (2010), there is debate over whether the ideal leadership style should be decided by the situation or the sex of the leader. Some claim that there are major differences between the methods in which males and females lead, while others believe that there is no such thing as a

gendered ideal. Others contend that there is no distinction between the ways in which men and women lead in various positions and settings. Leadership, according to Northouse (2021), is not based on a person's gender but on their ability to influence others, prioritise group success, and prioritise common goals.

In higher education, the most common route to senior administrative positions is through the tenured faculty track, which can lead to appointments as department chairs, deans, and so on (Madsen, 2012; Tomas et al., 2010). Full professorship has traditionally been seen as a stepping stone to higher administrative positions, and it provides women with increased opportunities for leadership in faculty governance and disciplinary outreach on a national scale (O'Connor, 2015). Studies of women's disproportionate elevation to senior faculty ranks provide a starting point for understanding why women continue to be overrepresented in positions of administrative leadership. According to King and Gomez (2008), women are more prevalent in central academic affairs posts (such as Associate Provost or Deans of graduate studies) that are typically staff rather than line jobs across all types of institutions.

Those women who have made it to the top of the educational ladder nevertheless face bias because of their gender, according to research by Timmers, Williamsen, & Tijdens (2010). Women are underrepresented in academic leadership positions notwithstanding their presence in higher education access, degree completion, and staff jobs. They have not been afforded the same chances as men to advance to positions of authority in the academic world. The fact that women's access to formal education was



traditionally restricted owing to marriage and housework exacerbates the situation, as does the widespread belief that women still face discrimination when attempting to establish themselves as leaders. Women in Africa were expected to stay at home and take care of their families; they had less autonomy than men.

However, there are some characteristics that are universally present in effective leaders of any gender. Northouse (2021) argues that attributes like drive, perseverance, motivation, insight, dominance, integrity, initiative, self-confidence, sociability, and influence are universally prized. Gender and societal standards or expectations are often used as explanations for leadership qualities rather than actual work history. A stereotype is an unjustified generalisation about a group of individuals. There is some evidence to suggest that leaders who defy gender norms in their performance receive worse ratings (Aiston & Jung, 2015). Conventional wisdom holds that women should nurture and men should lead (Allan, 2011). We can draw the conclusion that gender has a role in shaping individual behaviour (Shah, 2010) and, by extension, leadership styles.

The American Psychological Association (2012, p. 8) defines gender as the views, emotions, and behaviours that a given culture connects with a person's physiological sex. Gender is a societal construct that places women in a subservient position relative to men (Fochtman, 2011). As gender disparity remains a problem at universities, researchers have begun to look deeper into its root causes and outcomes. Gender inequalities can also be explained by differences in society duties, personal characteristics, leadership potential, and

leadership effectiveness. For women, the struggle for parity in positions of power is a matter of life and death.

According to research by Airini, McPherson, and Madsen (2011), universities are hierarchically organised to benefit male faculty members and devalue the contributions of female academics. Women have made significant social contributions through the provision of domestic services such as child care, cooking, cleaning, and washing. It has been shown conclusively through empirical research that educated women make greater strides than males in improving their children's diet and health. Several analyses confirmed the woman's suitability, as well as her professional and leading efficacy, which can sometimes even outshine that of a guy. Despite this progress, many nations, especially Arab nations, still have a long way to go before men and women have equal representation in administrative and leadership posts (Kemp, Madsen & Davis, 2015).

To achieve inclusive institutional goals, women's leadership in educational institutions necessitates a humane interactions process among all parties involved in the venture. There are several obstacles for the woman to overcome before she can become an effective leader. In addition, the stereotypes that persist about women in leadership roles due to their femininity pose obstacles to her professional growth and development (Al-Shaddi, 2010). Some seminars on women and leadership inspired the notion of bringing attention to the obstacles women in leadership roles at Ghanaian universities face.

In that regard, Mbepera (2015) looked at how various educational institutions dealt with the persistent gender gap in leadership roles. To better

understand the obstacles women, encounter in leadership roles, Eagly and Carli (2018) examined their demographics, life histories, and workplaces. According to Al -Shaddi (2010), women have a significant role in the administration of educational institutions, particularly in the development of strategies for resolving internal conflicts.

According to Gipson, Pfaff, Mendelsohn, Catenacci and Burke (2017), men have an advantage over women in leadership because they naturally possess characteristics like independence, determination, power, trust, dominance, motivation, competitiveness, and discipline. The social conjunction style is the approach most commonly used among women leaders, and it is characterised by a focus on fostering dialogue and collaboration among team members rather than on establishing and maintaining a strict hierarchy. The research of Quinn (2015) also revealed that the most prevalent leadership practises include the following: patience, optimistic thinking, excitement, listening, organisation, caring about everyone around them, accepting accountability, and the ability to keep others in check.

Many people assume that women cannot be as competent or dedicated to their jobs as men can because of their family responsibilities (Campbell, Mueller, & Souza, 2010). Women are generally looked down upon and remain attributed to stereotypical gender roles because men dominate positions of authority (Donohue-Mendoza, 2012). Despite the fact that more women than men today hold doctoral degrees, women are still primarily responsible for caring for children and housework (Co'rdova, 2011). Research carried out by Davidson and Burke (2012) also confirmed that there is a smaller number of women in educational leadership positions throughout the

world. Other factors that have been proposed to contribute to the gender gap include disparities in career goals, technical assets, and individual factors.

In the view of Allan (2011), the primary function of gender difference is to legitimise sexual stratification, and gender is an institution that permeates all aspects of daily life and social institutions. Green, Mallory, Melton, & Lindahl (2011) and Metcalfe & Gonzalez (2013) point out that there is a dearth of research on educational leadership from a cultural viewpoint, despite the fact that authority is a phenomenon of culture. Few researchers in the field of education management have since investigated culture as a contextual variable for comprehending the exercise of educational management, both in terms of conceptualization and empirical study (Hallinger, 2018).

Women have made enormous contributions to the development and continued existence of nations throughout history. Queen mothers like Nana Yaa Asantewaa of Ejisu, in Ghana's Ashanti Region, battled the British for the right to sit on the coveted golden stool during 1900 and 1901. According to the University of Oxford Press, Inc. (1995), Harriet Tubman also guided African Americans to liberation by constructing an underground railway to Canada. They were all outstanding leaders in their respective eras.

Moreso, drive, determination, inspiration, insight, authority, honesty, initiative, self-assurance sociability, and impact are the most sought traits in any leader, irrespective of gender, and women have all of these qualities, as stated by Northouse (2013). A stereotype is an unjustified generalisation about a group of individuals. There is some evidence to imply that leaders who defy gender norms receive worse ratings (Aiston & Jung, 2015). There is a common misconception that women in leadership positions are not as

competent or dedicated because of family responsibilities (Campbell, Mueller, & souza, 2010). According to Allan (2011), inequalities between the sexes serve largely to justify sexual classification, and gender is an institution that permeates all aspects of daily life and social organisation. According to Gerstner and O'Day (1994: p.123), leading is a cultural construct.

That is how come the Queen of England, who has served her country well for decades, could also be mentioned as could Joan of Arc, a hero who led the French army against the British, Margaret Thatcher of the United Kingdom, Golda Meir of Israel, Benazir Bhutto of Pakistan, and Indira Gandhi of India. Many other women have also been making significant contributions to their countries' progress. Women's progress towards leadership roles in schools has been heartening in recent years. To this list, we should add Justice Bamford-Addo, Ghana's first female Speaker of Parliament; Justice Annie Jiagge, a High Court Judge and women's advocate; the late Dr. (Mrs.) Esther Ocloo; Her Lordship Justice Georgina Woode, Ghana's first Chief Justice of the Supreme Court; Justice Gloria Akuffo, a Supreme Court Judge; and Madam Elizabeth.

Also, worth noting, is professor Naana Jane Opoku Agyeman, the first woman to serve as Vice Chancellor of the University of Cape Coast from 2008 to 2012 and the country's first female minister of education, is just one of many remarkable Ghanaian women who deserve recognition. Others include Abena Dolphyne, a former Pro-Vice Chancellor of the University of Ghana, Akua Kuenyehia, a Ghanaian lawyer who has served as a judge on the International Criminal Court since 2003 Mrs. Charlotte Kesson-Smith Osei, the first woman to serve as leader of the electoral commission, was nominated

by President John Dramani Mahama on June 25th, 2015, in accordance with Article 70(2) of the 1992 constitution (Daily Graphic, June 25th, 2015, p.17). In light of this, many women have risen to the position of district director of education in the field of education since 1987, and today there are more women in this role than males.

That notwithstanding, it is important to note that the accomplishments of numerous influential women throughout history, both in ancient and contemporary times, have not been attained without encountering significant obstacles. Despite their remarkable achievements, many of these women have consistently faced gender disparities in various leadership roles. This situation is mirrored at the University of Cape Coast, where a notable predominance of men can be observed in leadership positions, leaving the limited spaces occupied by women overshadowed by numerous barriers. The underlying factors contributing to this phenomenon warrant closer examination.

### **Statement of the Problem**

Many women who strive for academic leadership roles are discouraged or even doubt their own talents because of the many obstacles they must overcome before assuming academic leadership roles, and the challenges they would also encounter after they have assumed the position. There is evidence in the literary canon that women can and do succeed at the highest levels of academia, government, and industry. In educational institutions, however, women's input is still rarely completely acknowledged despite its obvious impact on policymaking. Multiple studies have demonstrated conclusively that women are still underrepresented in the highest levels of school administration. Several recent studies (American Council on Education, 2012;

Donohue Mendoza, 2012; Madsen, 2012) support this idea. Ghana is no contrary to the rule that very few women hold academic leadership positions of authority despite the fact that women play crucial roles in the progress of their communities. Many research works have been done of women in University of Cape Coast but little has been on Women in Academic Leadership Positions. It was observed that among the five Provosts of the various Colleges in Cape Coast University, there is no female among them. Only the men are occupying the provost positions in the Cape Coast University ([www,ucc.edu.gh](http://www.ucc.edu.gh)). A further search was conducted at the level of the Deans and Vice Deans in all the seventeen Schools under the five main Colleges and there was only one female Dean and only two female vice Deans. The search was further taken down to the level of the one hundred and nineteen departments and the realization was no different from that of the schools. Only eight of them were females. However, there was one female who doubled as a Dean and a Head of Department. The indication is that in the whole of the Cape Coast University, there is only one female dean, two female vice deans and only eight female Heads of Department ([www.ucc.edu.gh](http://www.ucc.edu.gh)).

Few women are in offices of academic leadership at Cape Coast University, and the reasons for this are not well understood. Consequently, the researcher examines the challenges women face when they take on academic leadership roles, which act as both a danger and a ceiling for other women who might otherwise aspire to such posts at University the Cape Coast. The researcher therefore seeks to identify the challenges that the women who are already in academic leadership positions do encounter that have become a threat for other females to take up such positions.

### **Purpose of the Study**

The drive of the study was to contribute to a better understanding of the various roles played by women in academic leadership positions in the University of Cape Coast. In order to achieve this purpose, the ensuing objectives were stated to guide the study.

### **Research Objectives**

1. To examine the roles of women in academic leadership positions in the University of Cape Coast.
2. To assess the experiences of women in academic leadership positions in the University of Cape Coast.
3. To identify the challenges encountered by women in academic leadership position in the University of Cape Coast.
4. To assess the influence of the various obstacles encountered by female academic leaders on their professional performance in the University of Cape Coast.
5. To propose strategies aimed at promoting increased participation of women in academic leadership roles within the University of Cape Coast.

### **Research Questions**

The ensuing questions will be expressed to guide the study;

1. What are the roles of women in academic leadership positions in the University of Cape Coast?
2. What are the experiences of women in academic leadership positions in the University of Cape Coast?



3. What are the challenges encountered by women in academic leadership position in the University of Cape Coast?
4. What is the influence of the various obstacles encountered by female academic leaders on their professional performance in the University of Cape Coast?
5. What strategies can help in promoting increased participation of women in academic leadership roles in the University of Cape Coast?

### **Significance of the Study**

The findings of this study will contribute towards a better understanding of the challenges women in academic leadership positions in the University of Cape Coast encounter, therefore providing a solid and long-lasting solutions to these problems. Also, the study will help provide a document for people and agencies who advocate for the empowerment of women to aid in their policy development and implementation. This research will further serve as a springboard for new insights into the field of higher education worldwide, and in Ghana particular.

Additionally, stakeholders such as government, institutions of higher learning, government, international organisations engaged in women empowerment and NGO's may find the study's suggestions helpful when formulating initiatives to increase the number of women in academic leadership roles in higher institutions.

Also, the findings of this research may be used by policymakers to inform their decisions about education, by helping them better comprehend the nature of the necessary change and innovation in educational activities, leadership approaches, and demand. Furthermore, the study's findings will

serve as a springboard for additional studies that investigate the nexus between women's leadership and other aspects of societal positions.

### **Delimitation of the Study**

The study covered only Cape Coast University in the Central Region of Ghana and in only the five (5) colleges within the University. It made use of only women who are in academic leadership position within the various colleges, schools and departments. The study did not extend to other Universities in the other regions of Ghana. Since the study did not cover the whole country, the findings and recommendations will apply to Cape Coast University in the central region only.

Also, the study was delimited to the relationship between job positions and challenges of women in academic leadership positions in Cape Coast University.

### **Limitations of the Study**

Despite the guarantee of confidentiality and anonymity provided to all respondents and participants, there was a degree of skepticism observed in their responses, as evidenced by their inquiries regarding the level of confidentiality associated with their provided answers. The participants expressed concerns about potential repercussions stemming from the prevailing economic hardships in the country, apprehensive that divulging sensitive information could jeopardize their employment status. Nevertheless, explicit reassurances were provided to alleviate their concerns and reaffirm the commitment to maintaining their confidentiality and anonymity throughout the research process.

Recruitment difficulties were experienced, reducing the study's target sample size from 12 to 11. This loss occurred because one participant left the study at the end of her term in office. High schools are included under the tertiary education umbrella. In this analysis, tertiary education is synonymous with higher education.

### **Definition of Terms**

**Challenges:** Challenges are obstacles, difficulties, or barriers that impede the achievement of desired goals or outcomes.

**Leadership:** Leadership can be defined as the process of guiding, influencing, and inspiring individuals or groups to achieve common goals.

**Higher Education:** Higher education in the sense provided by universities; focused solely on academics. Higher education includes all forms of instruction and supervision beyond secondary schooling that are provided by educational institutions recognized as such by national authorities (UNESCO), such as universities.

**Women:** Individuals who identify as female and hold positions within the academic sphere, such as faculty members, researchers, lecturers, professors, or administrators, in educational institutions or universities.

### **Organization of the Study**

The study is structured into five distinct chapters. The first chapter encompasses the background of the study, the problem statement, research purpose, research objectives, research questions, significance of the study, limitations, and delimitation of the study. In Chapter Two, a comprehensive literature review was conducted. This includes an examination of relevant theories, concepts, as well as empirical literature directly related to the study.

Chapter Three was dedicated to a thorough discussion of the research methodology, encompassing aspects such as research design, determination of sample size, selection of sampling procedures, utilization of research instruments, and data processing and analysis.

Chapter Four was dedicated to the analysis and discussion of the research findings. Chapter Five finally provided information on the conclusions, summary and recommendations of the study.

## CHAPTER TWO

### LITERATURE REVIEW

#### **Introduction**

The study examines the challenges encountered by women in academic leadership positions in the University of Cape Coast. Hence, this chapter primarily concentrates on a comprehensive literature review conducted by esteemed specialists in the field, pertaining to the subject matter being examined. The review is meticulously organized into two distinct sections: theoretical, and empirical review.

#### **Theoretical Review**

##### **Critical Theory**

The critical theory provides an alternative perspective from which to investigate gender inequalities in higher education. The Frankfurt School, in the 1920s, developed the critical theory that is now employed extensively in many fields. Scholars such as Max Horkheimer, Theodor Adorno, Herbert Marcuse, and Walter Benjamin were among the Frankfurt School political and social theorists formulated the theory in the early to mid-20th century reaction in response to Marxist communism and Western capitalism. The purpose of Critical Theory is to critique and ultimately modify society on a macro level (Turner, Norwood, & Noe, 2013), whereas the goal of most traditional theories of social organisation is to describe society as it presently exists and has previously been.

Although Critical Theory is a distinct school of thought, the phrase is often used to refer to anybody of thought that emphasises the importance of democracy and freedom as central goals. Feminism, Postcolonial Theory,

Critical Race Theory, and Queer Theory are all examples of Critical Theories (Turner, Norwood, & Noe, 2013). When applied to all the major social disciplines (anthropology, psychology, sociology, political science, economics, etc.), Critical Theory has the greatest impact in bringing about societal change (Turner, Norwood, & Noe, 2013). A critical theory will explain the problems plaguing society, point fingers at those responsible and those who can effect change, and provide examples of effective criticism and a roadmap to the necessary upheaval (Turner, Norwood, & Noe, 2013).

When used in academic research, Critical Theory provides a framework for understanding and analysing the topic at hand, as well as a firm foundation upon which to build a reconstruction of the power dynamics at play (Bradley-Levine & Carr, 2015). The oppressed people should be the focus of these critical analyses so that they might be given the tools to achieve transcendence and greater freedom. Researchers who wish to employ a Critical Theory–informed technique are advised to make use of dialogic or dialectical approaches (Bradley-Levine & Carr, 2015). Lumby’s (2015) research examined the ways in which female principals in South Africa positioned their identities in relation to their gender, ethnicity, and other traits, using a Critical Theory viewpoint and an intersectionality framework.

The wide diversity of perspectives reflected in the numerous groups that have adopted its use is reflected in the wide number of definitions for Critical Theory, as Lumby (2015) pointed out. Different people have different ideas about what Critical Theory is, but according to Lumby (2015), there is a shared commitment to “engage with those who are often silenced” (p. 29) and “give voice to those who are often silenced” (p. 29). Lumby’s (2015) research

drew on interviews with 54 participants and presented and analysed the resulting data from a Critical Theory vantage point. Lumby did point out, however, that there was a difficulty in applying the critical perspective to the examination of the responses.

According to the findings, this method requires a two-pronged analytical approach; while it accepts the respondents' accounts as true, it also considers the influence of socialisation and context in challenging these accounts. It is because of this, as Lumby (2015, p. 33) pointed out, that alternative meanings are sometimes offered to those given by responders. Many universities were formed and shaped by the cultural values and perspectives of the dominant culture, thus even they are not immune to the effects of discrimination and dominance. When applied to questions of race and racism, critical theory provides the viewpoint that the absence of racial issues assisted to the structural norms of universities (Giles, 2010).

Giles used Critical Race Theory as a starting point for a historical, biographical, and literary examination of the life of an African American leader in higher education. Through this lens, Giles gained a deeper appreciation for the factors that shape people's experiences, allowing him to make recommendations that are still relevant today. According to Jacobs (2014, p. 297), critical theory is aware of its own historical context and the importance of its social setting. It's a liberating method for getting to the bottom of the hidden assumptions that restrict us from having a complete picture of the world. Jacobs (2014) said that it is a theory focused on liberating humankind from dominance in order to address societal issues.

Prior to Craig Calhoun, the tradition of Critical Theory was narrow and disconnected from social and historical research, as noted by Jacobs (2014). Calhoun is credited with expanding the tradition of Critical Theory and connecting it more closely to these fields of study. Because of its growth, Critical Theory has become an effective tool for challenging and altering long-held beliefs and practices. Because of Critical Theory's emphasis and breadth of application, it makes sense to employ it as a lens through which to examine the role of women in executive leadership in higher education. A large body of research supports the long-held belief that women do not participate in higher education's top leadership roles. Some of the research aims to shed light on the situation, while others provide guidance on how to make it through the Glass Ceiling faced by women in positions of power.

A Critical study may be one that provides a normative ground from which societal critique may occur (Turner, Norwood, & Noe, 2013), making it challenging to classify these studies as Critical within their theoretical framework. Researcher Odhiambo (2011) used Critical Theory to gain a more nuanced understanding of the issue, and she concluded that increasing women's representation in positions of leadership in higher education is important for advancing women's rights and liberation around the world because ideas and cultural norms are fostered and developed in universities. Odhiambo advocated for the creation of policies on both the national and local levels to increase the number of women in positions of authority in higher education. He advocated for a shift in the mindset of universities to actively seek out and support women researchers (Odhiambo, 2011). Intersectionality,



a branch of Critical Theory that looks at how different identities intersect, will be used to investigate women in administrative roles in higher education.

The critical theory serves as an appropriate framework for investigating the challenges encountered by women in academic leadership positions at the University of Cape Coast. This theory offers a lens through which power dynamics, social inequalities, and structural oppression can be critically examined. By applying the critical theory, the research can delve into the underlying systemic factors that contribute to the marginalization and underrepresentation of women in leadership roles within the university. This theoretical approach allows for an in-depth exploration of the gendered power dynamics, societal norms, and cultural biases that may hinder women's advancement in academic leadership positions.

Furthermore, the critical theory encouraged the researcher to challenge existing power structures, question dominant ideologies, and advocate for social change and gender equality. By adopting this theoretical framework, the study can provide valuable insights into the specific barriers and obstacles faced by women in academic leadership positions at the University of Cape Coast and propose strategies to address and overcome these challenges.

### **Intersectionality**

The intersectionality viewpoint, as stated by Parent, DeBlaere, and Moradi (2013, p. 640), argues that individuals' various identities create experiences that are unique and cannot be reduced to their individual parts. An inclusive view of women's position should effectively recognise the relationship of gender with various other important social identities, most notably race, argues Warner and Shields (2013, p. 303), who trace the origins

of the intersectionality framework back to feminist and womanist scholars of colour who argued that most feminist scholarship at the time was about middle-class educated, white women.

The idea behind this concept was that the more oppressive labels placed on a person, the more marginalised they would feel. The limited scope of this concept was seen by black feminists and contributed to its development (Warner & Shields, 2013). In accordance with Warner and Shields (2013, p. 303), the premise that intersecting identities are defined in relation to one another is central to every significant theoretical articulation of intersectionality now in use. The intersectional framework places premium on distinguishing the nuances of intersecting identities. Widespread agreement that intersections produce both subjugation and opportunity is recognised by Warner and Shields (2013, p. 302).

Also, being on the privileged side of an intersection offers more than merely avoiding disadvantage or oppression; it also provides entry to rewards, status, and opportunities that are not accessible at other intersections. When we view the world from an intersectional lens, the overlapping ways in which systems of inequality operate become clear, allowing for the potential of reforming these power matrices, as stated by Warner et al. (2013, p. 804). They also claim that using intersectionality as a framework enables scholars to think about how different categories interact with and shape one another when considering a single identity. More research grounded on intersectionality would greatly benefit higher education and, in particular, women in higher education. Few studies have been conducted that explicitly apply intersectionality to the issue of women in executive leadership positions, so

there is a significant gap in the current body of knowledge. Instead, as this brief overview demonstrates, investigations have been done on the periphery yet that have relevance to the application of Critical Theory and its subset theories.

By incorporating intersectionality, the study's goals broaden beyond simply gaining a deeper knowledge of the experiences of women in senior leadership roles (a well-researched topic) to include offering constructive critiques and working towards societal change. Critical Theory, which emerged in opposition to both Marxism and capitalism, has the potential to revitalise the university by shifting the emphasis back to the advancement and emancipation of its students. Researchers can use intersectionality to give agency to the people they examine and make their research a force for positive social change.

### **Management and Leadership**

Management and leadership are two separate but interdependent modalities. Leadership and management complement one another by performing different but complementary tasks in today's ever-changing business climate. Leadership is about adapting to change, while management is about dealing with complexity (Kotter, 1993). Management and leadership are characterised by a variety of activities that derive from the aforementioned roles.

Management achieves its goal of managing with complexity through planning and budgeting, while leadership achieves its goal of bringing about change through initially establishing a course of action. Second, management builds ability to execute its goal through strategic planning and human

resource management, while leadership accomplishes so through people alignment. Thirdly, management ensures success by regulating and fixing issues. Leadership also does this by boosting morale and enthusiasm (Kotter, 1993).

Similar to Kotter's (1993) definitional distinction between leaders and managers, Zelaznik's (1993) does the same. Management and leadership are there a difference? Zelaznik shows that leaders and managers are distinct in fundamental ways, and he tries to show that their aims, professions, relationships with others, and perspectives on themselves are all different (Zelaznik, 1993: p.36). He describes how managers and leaders can advance in their careers through the formation of a one-on-one connection with an experienced colleague.

Managers often view objectives with a cold, detached heart. Leaders are proactive rather than reactive, developing ideas rather than responding to them, whereas followers have goals that are driven more by wants than needs and are therefore less rooted in the organization's history and culture. They take an individual, proactive approach to achieving their objectives. Managers and supervisors have their own unique perspectives on the job. Managers, on the other hand, tend to see their jobs as a means by which strategies and decisions can be established and limited through the interaction of various people and ideas.

Instead, leaders try to find new ways of looking at old challenges and to expand the range of solutions that are available. Leaders who are concerned with ideas have a more intuitive and compassionate approach to working with people, while executives prefer to engage with people based on their role in a

series of events or the decision-making process. To sum up, a manager is concerned with the process of getting things done, whereas a leader is concerned with the impact of happenings and choices on those involved.

### **Overview of Women in academic Leadership Positions**

Academics have always been known for their independence, collegiality, and autonomy within the university setting. Having a corporate culture and implementing new management practises is crucial to the success of the current wave of change in higher education. The culture of their collegialities is one in which policies are poorly defined and implementation is poorly managed (Dopson & McNay, 1996).

The new globalisation and marketisation of educational institutions (Blackmore, 2002) have given rise to a system based on corporate principles, with a culture characterised by tight policy definition and control of implementation (Dopson & McNay, 1996). According to Johnson & Whang (2002: p. 34), as referenced by Zulu (2009), “new managerialism” is “a complex of various and often contradictory organisational and organisational approaches to the programme of reform of services that are publicly supported instigated by many Western governments over the two decades.”

Alterations and the clear trend towards corporatization may be reinforcing masculine hegemony. However, what does the existing research indicate? Researchers from Australia, the UK, Canada, New Zealand, the USA, and Ghana who study the new managerialism (also called academic managerialism) in K-12 and higher education share a common view on the likely impact of this major change on the academic community, especially on women academics and women managers across all tertiary institutions.

Managerialism is a complex ideology that informs ways of managing public institutions, according to Watson (2000), citing Rosemary Deem's meaning of managerialism as cited by Zulu (2009): managerialism advocates many of the practices and values of the private for-profit sector in pursuit of efficiency, excellence, and constant enhancement. However, Watson points out that Deem appears to support a different form of managerialism, one with a more sensitive approach that emphasises collaborative and cooperative management, importance for people rather than merely concentrating on tasks, a lack of involvement in personal status and competition, flexibility of approach, and the ability to work as a team member. From this perspective, it is easy to see that Deem is worried about the demise of female management styles due to the rise of new managerialism, which prioritises individual achievement above group effort. Scholars in the United Kingdom (UK), Canada, and Australia agree that the new managerialism creates uncertainties for women academics and executives as well as professionals.

Due to an acknowledgement of the necessity of women's leadership talent and the requirement for a more empathetic approach to personnel management that appeals to both the emotions and intellect of employees (Blackmore 2002, p.50), it appears that opportunities should arise for female academics with aspirations to become leaders and managers. Nevertheless, as soon as women ascend to executive roles, they often depart due to the effects of a swiftly revolving door, which guarantees that women enter and exit executive positions rapidly (Blackmore, 2002, p.51). The ambiguity stems from the fact that although there are discussions about inclusivity and endorsements for more feminine leadership qualities, the dominating culture

of competitive success remains unaltered (Kanter, 1990. As cited in Blackmore, 2002, p.51).

Drawing upon extensive qualitative research of women school leaders in Victoria, Australia, Blackmore endeavors to elucidate the ways in which leadership scripts currently available impose limitations on and/or present opportunities for women in education. Her findings reveal that the existing paradigm poses a threat not only to feminism and feminist scholars in universities, but also to the overall status of women in society. This viewpoint is shared by Kenway and Langmead (2002, p.127), who express apprehension about the potential implications of this new paradigm in contemporary Australia for women's leadership prospects and policy initiatives aimed at promoting anti-sexist practices. Clearly, Kenway and Langmead (2002) are deeply concerned about the future of feminism in today's universities.

Johnson & Whang's (2002) research delves into a fascinating project that explores the degree to which the innovative managerialism has infiltrated UK universities' management. The project was conducted in the UK, focusing on a group of manager-academics, such as provosts, deans, vice-deans, and Heads of Departments (HoDs). Although the study was not exclusively aimed at female manager-academics, its conclusions carry considerable implications for women HoDs functioning within the novel context of higher education management. The amplified workload, alongside the fresh demands and responsibilities imposed on HoDs, necessitates constant learning, re-skilling, and re-tooling. This may entail taking time away from home, which, while not inherently negative, may add undue pressure and stress to women who are already overburdened.

During her study on women principals in Britain during the new managerialism era, Hall (2002) made a fascinating observation. She noted that entrepreneurial activity in education is interpreted in contrasting ways; it is both condemned and applauded (Hall 2002, p.13). This observation is reiterated by Saunderson (2002) who discusses the current state and challenges faced by academic women working within the new managerialism context and constraints in UK higher education. Saunderson explains that these challenges are often compounded by the changing ethos, praxis and pedagogy of UK higher education institutions in the twenty-first century (Saunderson, 2002, p.379). she highlights a fundamental incongruence between the values of academic women and the values of academic managerialism. Academic women place high value on social justice, equity, collegialism and co-operation, which appear to be incongruent with the values of efficiency, individualism and competition of academic managerialism.

In the examination of the individual experiences of scholarly women in universities throughout the United Kingdom, as conducted by Brown (2000), a significant discovery was made. The issues concerning equal opportunities were found to be at the core of the challenges faced by academic women, who reported feeling marginalized and isolated from disciplinary, departmental, and organizational networks. These networks were deemed crucial for achieving success within the present-day corporatist culture (Saunderson, 2002, p. 384).



In a preliminary examination conducted amongst scholars from six South African higher education institutions, Webster and Mosoetsa (2001) have elucidated numerous changes that transpired in the academic workplace due to what they have termed as academic managerialism. Their discoveries do not concentrate on female scholars but on all scholars. According to their report, scholars find it arduous to adapt to being called line managers and to establish a relationship with management in an employer/employee capacity rather than as colleagues. The personal rapport that existed before with members of the management has now transformed into a distant relationship. There were emotions that the professional autonomy of scholars was being undermined and their status was being reduced.

This was accompanied by a loss of community feeling and sentiments of impotence. Webster and Mosoetsa concluded by emphasizing that academic managerialism in South African higher education has not adequately recognized the distinctive occupational culture of academics or the specificities of public sector institutions (Webster & Mosoetsa, 2001, p.79). From this preliminary examination, it is apparent that in Ghana, a considerable amount of research still needs to be undertaken regarding the probable influence of the new managerialism, particularly on female scholars and female leaders and managers in higher education.

The emergence of new managerialism/academic managerialism poses a grave danger to the progress achieved in promoting equity in academia. The visible decay of cooperative modes of governance (which were deemed favorable to women) and their replacement with corporate doctrines of efficiency and efficacy may hinder women's advancement to managerial roles

and even pose a threat to their existence. In essence, the new managerialism only serves to preserve male domination (specifically, white male domination), and as Blackmore (2002, p.426) aptly averred, it only confers more power to the powerful.

The realm of women in academic leadership positions is a blossoming field of exploration, ripe with numerous possibilities in this era of modernized management. Prior to delving into an extensive discourse on this matter, it would be beneficial to expound upon the variances between the concepts of leadership and management. While some scholars may use these terms interchangeably, this will become evident as the discussion progresses. While there is debate within the literature as to whether leadership and management are synonymous or distinct, the perspective presented in this dialogue aligns with the latter belief. It is posited that a differentiation exists between a leader and a manager, and Kotterman's (2006) work is considered in this regard.

### **Gender and Leadership in Higher Education**

Several studies (Eagly, A. H., & Carli, L. L. 2018); Grant-Vallone, 2010), among others, have suggested that men and women take charge in distinctive ways. Due to the lack of women in positions of authority, studies on leadership have historically centred on men and the male perspective. Since the traditional masculine model of leadership is still held in high esteem, women have a tough time breaking into and maintaining leadership roles where they are expected to conform to predetermined norms rather than allowing their own unique styles to flourish (Diehl, 2014).

However, the rise of women in academic leadership roles has corresponded with a shift in leadership theory towards more cooperative models (Eagly et al., 2018). Female leaders have introduced a new, less hierarchical form of leadership (Eagly et al., 2018). Female leaders' beliefs and goals are shaped in part by their gender, but they take into account the unique experiences and obligations of women in executive roles (Morley, 2013). Researchers examining women's college experiences, such as Eagly et al. (2018) and Smith et al. (2012), have paid more attention to presenting nuanced perspectives on gender disparity.

Recently, transformational and transactional leadership have been used to describe gender disparities in leadership (Antonaros, 2010). Transformative leadership is more common among women, whereas transactional leadership is more common among men. It has been observed that female leaders tend to focus on the greater good of their communities. Female leaders are more likely to work together, focus on the greater good, and aim to give people agency than their male counterparts. Research on the ways in which women lead in academia is expanding, despite the debate surrounding the relationship between gender and authority. This literature study will examine the factors that lead to gender variations in leadership, as well as how each sex prefers their professional leaders to lead.

### **Important Roles Played by Females in the Organisations**

According to research by Gregg and Johnson (2000), female employees benefit most from their enthusiasm and willingness to put in extra effort. Gregg and Johnson (2000) found that women in their research thought they had to put in twice as much effort as men to prove they deserved a

promotion and that they could not afford to make any mistakes. In addition, women were praised for their persuasiveness, reliability, and trustworthiness. According to Brownell's (2004) research, women can effectively manage a diverse workforce and rally colleagues to achieve a shared objective. He went on to say that his second study of characteristics showed that women in managerial roles possessed traits that were instrumental to the organization's success: fairness, hard work, ability to motivate others, commitment, calmness, confidence, competition, excitement, deliberateness, and attention to detail. Women contribute significantly to the success of businesses.

### **Female Academic Leaders and Role Conflicts**

In many communities in Ghana, it is accepted wisdom that women can never be truly independent, and that it is the man's responsibility to ensure her safety at all times. The area of academic administration is stereotypically male-dominated as well (Schein, 1994). Today's schools are organised from the top down, which is a structure that has historically favoured men. In most cases, school administration follows the pattern of authorised leadership. The general population seems to agree that men can take orders better than women can. The idea that women are irrational and driven by their emotions is well rooted in Western culture. Some authors took a contrasting stance. Kottis (1993) argues that women's involvement in school administration is vital to the successful growth of educational institutions.

While things haven't altered much in the contemporary period, they have improved dramatically throughout time. Women are still seen as second-class citizens both at home and in the wider society. They are expected to perform inferior responsibilities in the office, which are sometimes seen as an

extension of traditional gender roles for women at home. This justification has been used to set and regulate salaries for employees. For the same or similar labour, women earn lower wages than males (Rebore, 2001). Male predominance in society is reflected in the low number of female executives who have been employed (Wolf & Fligstein, 1979).

Gender roles are a part of life in every culture. These stereotypes define what is expected of women and men in social settings and what is not. Women, like males, undergo a process of socialisation beginning in infancy, as noted by Maccobby and Jackling (1974). The process of socialisation includes both verbal and nonverbal exchanges. Infants, via their interactions with their families and primary carers, develop to identify as either male or female. The majority of societies promote gender norms that place women as primary carers and men as primary providers. According to the gender norms of society, women are not supposed to go to college or work outside the home. In a culture where women are expected to stay at home and care for their families, it can be challenging to find encouragement to further one's education or pursue a professional path.

Lauer (1998, p. 294) claims that global equal opportunity for women in the workplace does not exist. It was also clarified that there is a spectrum of discriminating, with similar outcomes despite differences in intensity.. With regard to males, women's primary roles in society are those of husbands, mothers, and secretaries Men are highly prized in a culture that is "centred," according to Davidson and Cooper (1992). This preconception is not held just by males. The women themselves attribute their success to pure chance. The authors also made a passing reference to the idea that most women in

executive roles achieved their success by chance rather than strategy. According to Nukunya (2003), there is a widespread assumption that a woman will never achieve financial independence in Ghana. Therefore, men are supposed to lead and direct their female counterparts. That man is her father before they get married, and once they do, he takes over as her primary parental figure. This places the onus of parenting squarely on the shoulders of the spouse. Some faiths have reconciled with these social norms on the proper roles for men and women.

Similar to what was found by Stromquist (1989), cultural and religious norms influence the number of women in positions of academic leadership. If females were given in marriage at a young age, they would have to stop attending school. This is because the parents of these kids believe that formal education would get in the way of their plans for marriage. Due to social, cultural, and religious factors, women are able to pursue education in traditionally feminine disciplines at a higher rate than males. It became clear that ending these antiquated customs was necessary to stop this movement. Career decisions made by women have been significantly impacted by gendered role stereotypes.

Similarly, there is a notion that men are superior to women in terms of their ability to assume and maintain leadership roles. Most people assume that women in managerial roles have developed certain traditionally masculine traits like decisive task direction, mental fortitude, analytical depth, and emotional distance. The old view that women are unable to handle leadership roles is still held by certain people, including some women themselves. These women credited their success to chance alone.

Dankling (1991) backed up this claim when he reported that female Scottish managers saw luck as more of a factor in their success than strategy. Long-time male dominance in educational administration is attributed to sexism. However, Shakeshaft (1989) pointed out that women have been marginalised from positions of power in institutional administration for decades. It was also mentioned that cultural practises and attitudes that gave the appearance that women's duties are different from men's throughout time gave such exclusions a sense of legitimacy. He continued by saying that societal norms and expectations have traditionally assigned different types of work to men and women. It's often held that men get paid more for doing the same work that women do.

Also, some modern women have freed themselves from mental slavery, and this has contributed to a renaissance in the discussion of gender roles. Early research shows a negative correlation between a woman's educational level and her age at first sexual encounter, marriage, and first child. As a country develops and modernises, however, women typically gain in status. The majority of women want to be treated equally to men, and that's one of their top priorities in life. And it all starts with parents, who should treat their daughters and sons with the same respect and support they give either gender.

### **Challenges Encountered by Women in Academic Leadership Positions**

#### **Impostor Syndrome**

The phrase "impostor syndrome," initially used to describe high-achievers' feelings of insecurity about their credentials, was created by Clance and Imes (1978). The defining feature of these people is that they cannot take

credit for their achievements, despite mounting proof of their competence and hard work. Recently, the word has gained popularity when notable figures including Michelle Obama, Howard Schultz, and Kate Winslet admitted to feeling inauthentic. In most cases, people experience imposter syndrome in professional settings. Executives all across the world are terrified of being exposed as inept, according to a 2014 poll conducted by Roger Jones, CEO of Vantage Hill Partners. The maladaptive behaviour of these leaders at work due to impostor syndrome is a cause for worry for businesses.

However, the negative impacts of imposter syndrome can be mitigated by having strong formal and informal interactions. However, compared to non-management roles, peer group contacts among managers are few. Therefore, leaders rely heavily on their teams or followers as their primary sources of information. So, it's only natural that research on imposter syndrome among managers would centre on leader-member exchange (LMX). This research makes an effort to delve into the causes of impostor syndrome, the ways in which it manifests itself, and the ways in which mindfulness and leader member interaction might ameliorate its negative impacts.

The impostor syndrome is a maladaptive behaviour that may have its roots in a person's upbringing (Clance et al., 1978). On the other hand, external stimuli can also bring on a sense of being a fraud (Hutchins & Rainbolt, 2017). As an occupational phenomenon, impostor syndrome can be triggered by circumstances specific to the workplace or the individual's position within it. It is not uncommon for professionals to face difficult transitions as they climb the corporate ladder. People prone to imposter syndrome may develop avoidant coping mechanisms as they attempt to



overcome their fears of failing. Anxiety and sadness are two problematic mental states that might result from this. As a result, imposter syndrome affects a person's effectiveness in their personal, professional, and academic spheres as well. When it hits particularly hard, individuals may stop trying as hard, which can cause burnouts.

Better therapies to alleviate emotional suffering caused by imposter syndrome can result from a deeper comprehension of the causes of this condition. While imposter tendencies learned in childhood are hard to overcome as an adult, organisations and organisational psychologists can work together to address contextual and environmental elements that contribute to the problem. However, in the current context, the HRD sector of education and professional advancement pays little attention to the issue of imposter syndrome. Actually, even among those who make a living in the field of organisational training, there is widespread denial of the reality of this phenomenon. Impostor syndrome may be an antecedent to stress and anxiety in the workplace, although these therapies seldom address the issue (Rohrmann et al., 2016).

The impostor syndrome affects successful people at all levels of their careers. University had been the primary focus of research on the condition of impostor syndrome for years, and it still keeps on providing with the largest share amongst studies (King & Cooley, 1995; Neureiter & Traut-Mattausch, 2016). Nevertheless, the repercussions of imposer syndrome at work and job-related attitudes and actions of impostors have attracted prominence in study in the past decade. This can also change based upon their position in organisational pyramid; the effect of imposter syndrome in an entry level

worker will be much more distinctive from that of a leader. If a leader has low confidence in their own abilities and is afraid of making mistakes, they will be hesitant to take on challenging assignments. Imposters often worry that they will be revealed as frauds if they are entrusted with significant authority and are forced to make decisions that might have a significant influence on the organisation. High rates among staff turnover and absenteeism might be the result of overbearing executives who push their employees to emulate their own ideals of perfection and workaholism.

A growing corpus of research has examined the obstacles female leaders experience in gaining access to leadership and performing their duties in an effort to explain why women are underrepresented in executive educational leadership positions (Harris, Ravenswood, & Myers, 2013). Female executives cited a lack of mentors, the good old boy network, gender inequality, and slower career paths as the intangible obstacles they faced, according to research by Bonawitz and Andel (2009). According to studies on women in leadership roles (Aiston & Jung, 2015; Pirouznia, 2011; Shah, 2010), women may face discrimination in the workplace, role conflict, and patriarchal mindsets.

These obstacles, which originate in both Western and non-Western cultures, make it difficult for women to get to the top levels of management (Harris, Ravenswood, & Myers, 2013). Some of the major roadblocks that women encounter on their way to the top leadership positions are the glass ceiling effect, social obstacles, and institutional impediments. Lavarry had spearheaded the effort at her commercial event management firm, working nights, weekends, and holidays for months to organise a high-profile event

with stringent security requirements. President Barack Obama delivered the speech.

She was adept at managing the complex logistics involved, but he struggled with the office politics. A chance to shine in her field had become a nightmarish ordeal. Lavarry's coworkers questioned and criticised her, questioning her competence. Their persistent harassment, both covert and overt, influenced her choices constantly. Lavarry pondered the possibility that the manner she was treated was linked to the colour of her skin. After all, she was the only person of colour on her squad. Despite the client's repeated compliments, she started to question whether or not she was capable of doing the job.

When tensions rose among her planning team, Lavarry found herself demoted from lead to co-lead and then ignored entirely by her peers. Her self-assurance eroded proportionally to each blow to her job at work. Anxiety, self-loathing, and the conviction that she was a fake soon became constant companions. When I first met them, my nerves had been completely normal. Will I be accepted by my coworkers? Her anxiety at work, triggered by the question Can I do good work? led to suicidal thoughts. Lavarry, who has since authored a book about what she learned titled *Recollections from your Token black colleague*, now realises that it was not a lack of conviction that prevented her from succeeding during the time she had impostor syndrome. There was persistent racism and prejudice throughout the system.

### **Role Conflicts**

In many communities in Ghana, it is accepted as fact that women can never be really independent, and that it is the man's responsibility to ensure

their safety. According to the research of Schein (1994) and Nukunya (2003), academic administration and leadership are predominantly held by men. Today's schools are organised from the top down, which is a structure that has historically favoured men. School administration often follows a model in which leadership is delegated rather than elected (Logan 1998). The general population seems to agree that men can take orders better than women can. In reality, the idea that women cannot think logically and are instead driven by their feelings is quite old and well ingrained in Western culture. Some authors took a contrasting stance. Kottis (1993) argues that women's involvement in school administration is vital to the successful growth of educational institutions.

While things have not altered much in the contemporary period, they have improved dramatically throughout time. Women are still seen as second-class citizens both in and out of the home. Women are socially expected to carry out lower vocational positions that are seen as an extension of their traditional household responsibilities. Workers' compensation has often been explained and set using this logic (Kessler-Harris, 1990). It has been shown that women receive lower wages than males for doing the same task (Rebore, 2001: 248). Because of their "natural male dominance," employers are reluctant to put women in positions of leadership (Wolf and Fligstein, 1979). Males and females act differently because of the socialisation into gender roles. When gender norms are strictly enforced, there are various ways in which men and women are treated differently. Both men and women are capable of learning to cook and sew, but it is usually accepted that women should do these jobs (Schafer, 2009). Similarly, both men and women are able

to learn to weld and fly aeroplanes, but it is commonly accepted that males should do these jobs.

Our responses to others, as well as our actions and behaviours, reveal our ingrained gender roles. Having set gender roles can lead to prejudice. When we stereotype someone, we blindly apply all the generalisations we make about that group to that specific person without taking into account the person's unique qualities. We also treat all members of a category in the same way because of the shared traits we've come to identify with that group. Stereotypes are a distinct form of grouping because the characteristics that govern our evaluation of them are so apparent and active (Bootzin, Bower, Zajonc, & Hall, 1986).

Once we stereotype someone, Bootzin et al. (1986) argue, we immediately place them on a good-bad scale, and typically towards the negative end. Therefore, stereotyping is a form of judgement and an attitude. The cognitive aspect of stereotypes is due to the fact that they are categories. There is an emotional aspect to stereotyping since it evokes strong sentiments, generally negative ones. Because of their influential nature, stereotypes also involve elements of psychology and sociology.

Further, Bootzin et al. (1986) argue that stereotypes have always contributed to prejudice, which is defined as "a strong, negative attitude or opinion about an entire group" (including ethnic minorities and women). The underlying assumptions of bias are either incorrect or overstated. Discrimination arises when bias manifests itself in harmful actions. This term is used to describe systematic discrimination against women and people of colour in areas such as employment, access to education, and participation in

social and cultural institutions. Sexism, the assumption that the male sex is superior, is the result of centuries of discrimination and bias against women. There are many manifestations of this idea. Historically, women have been less likely to join the normal labour force and more likely to work in the house (either their own or someone else's). There has also been a segregation of women into specific fields of work. Violence has sometimes been used to subjugate women. Heterosexual harassment and violence, including incest and wife abuse, have been experienced by women (Helm Reich, Spence, & Gibson, 1982).

The assumptions about behaviour that are evoked by stereotyping might lead to a circumstance in which the expectations are verified. Every culture has its share of self-fulfilling prophecies, some of which are helpful while others are detrimental. Some members of the marginalised group may even come to accept the stereotype about themselves and decide against pursuing careers in fields where they are likely to be treated unfairly. The core of "fulfilling the prophecies" is displayed here; those at a disadvantage realise they have very little chance of getting a job for which they are widely perceived to be fundamentally unqualified (Bootzin et al., 1986), therefore they act accordingly. This suggests that women, already at a disadvantage in our culture, would be dissuaded from aspiring to positions of leadership or management if they believe they will be met with social disapproval.

Therefore, girls and boys form their gender identity in part by mirroring the gender roles they see modelled in their families, communities, and the media. Young girls may feel empowered to pursue a career in law if they frequently watch female characters on screen in legal roles, such as

defense attorneys and judges. And it helps if she has female role models in the legal profession among her family and friends. This girl's sense of who she is and how she perceives herself would be very different if she saw only images of women in the media who were models, nurses, or secretaries. If she succeeds professionally, she can be troubled by the fact that she does not measure up to the media's ideal of a curvy, alluring young lady in a bikini (Wolf, 1991).

The media, especially television, is not alone in its stereotyping of women. Women were underrepresented in both lead parts and drawings in U.S. children's books written in the 1940s, 1950s, and 1960s, according to a recent study. Almost every female character was presented as weak, submissive, and inept, and in desperate need of a dominant male figure. of contrast to earlier decades, children's novels of the 1980s featured more complex and independent female protagonists. However, three times as many boys as girls were depicted taking part in physically demanding play (Kortenhaus & Demarest, 1993). The situation in Africa, and Ghana in particular, was not dissimilar.

Variations between men and women in North America, Europe, and Africa continue, according to studies of gender roles in society. Marriage and motherhood are seen as obligatory roles for women. Many people consider marriage to be the first step towards adulthood. And it is assumed that women will not only have children, but also actively want to raise a family. These events clearly affect males, but they do not seem to be as crucial in determining a man's life path. Men's value in society is based on their financial standing. Women's professional success is not as formative to their

sense of self as men's is (Doyle 1995; Paludi 1998). Gender norms, particularly as they pertain to women, have historically been restrictive.

Gender norms and expectations are socially constructed, meaning they can shift over time and between cultural contexts. Gender roles are influenced by a variety of factors, including but not limited to, social differentiation systems ([www.portal.unesco.org](http://www.portal.unesco.org)). When applied to social study, the idea of gender shows how the subjugation of women (or the dominance of males) is a social construction. Therefore, the subordination might evolve or be terminated. It's not something that's fixed for all time or dictated by biology. It would indicate that women have historically faced prejudice or have been consigned to the background. Many aspects of patriarchal control over women were highlighted in the first feminist writings. Feminist theorists have used data from comparative cultural assessment to make the point that women are mistreated everywhere.

It has been suggested by Schafer (2009) that gender plays a role in how men and women act, think, and feel, and that women's behaviour in management differs from the male norms and personality and traits pattern necessary for managerial roles in any organisation. Women, they say, lack the self-assurance and boldness necessary to advance to leadership roles in organisations, and they have not had the proper training to acquire such abilities. Morison (1990) made a similar case, saying that women have neglected their careers in favour of providing for their children.

Similar to what we see here, Hackim (1996) argues that women are better off if they focus on household tasks and caregiving rather than on paid work. Consequently, investment in women's education and training is more



likely to be less crucial than that of males, given such stereotypes and assumptions. However, this idea could not account for the shifting financial circumstances faced by many families, including those with the same occupation. According to Ellison (1999), women's job has evolved from the domestic function to a more formal position, earning wages, because it is frequently an economic requirement for both people in a partnership to be earning full capacity in order to sustain a desired living style. In addition, under these conditions, neither pay nor household chores are secondary. According to Ellison (1999), the economic rather than social responsibility will drive the evolution of women's roles in the workplace towards greater equality with males if the trend continues as the pattern in society.

Importantly, after the conclusion of World War II, a phenomenon known as horizontal segregation has evolved as sex discrimination in the workplace has diminished as more women have entered traditionally male-dominated field. This has resulted in a dual career structure in response to the supposedly bright future for women in technical leadership roles. It is arguable that gender discrimination poses the greatest risk to women today (Ellison, 1999). In addition, Ellison noted that this occurrence has had the psychological consequence of making women less competitive than males for managerial positions. On the other hand, noted that societal norms have established patterns within which men and women are expected to function, and that women whose behaviour is deemed to be in violation of these standards are labelled as deviant or abnormal. It is no secret that women face discrimination from both males and the wider culture. Furthermore, most societies place

roadblocks or impediments in the way of women's progression, especially in positions of responsibility.

Currently, there are two conflicting theories. There are many who argue that patriarchal oppression of women continues, and others who say it has stopped. Dankling (1991) provide support for those who feel women have achieved emancipation by arguing that the long struggle for women's rights has resulted in widespread acceptance of women's anatomy and recognition of women's equality with men. However, as Kottis (1993) point out, not very long ago, women were not permitted to speak their opinions, and once one did, the rest of society viewed her with scorn.

There is evidence that society is becoming more aware of women's rights because of campaigns against domestic violence and sexual assault against women, the availability of childcare, abortion rights, and the equality of women generally. However, Mongella (1995) contends that gender inequality persists in the modern day. She stressed that gender inequality between the north and south, the affluent and the poor, and rural and urban areas still hinder women's advancement despite recent gains. According to Mongella (1995), a large number of women are illiterate, particularly at the highest levels of government. Women's rights are being abused at an unprecedented rate, and there are very few women in positions of power anywhere in the globe.

For instance, despite some progress, women are still drastically underrepresented in senior positions at the UN Secretariat. In 1995, UN special political adviser Rosario Green said that the organisation would function better if it was not controlled by males. She laid the responsibility on

UN member nations. According to her, the United Nations has failed to fulfil its job since member nations consistently fail to nominate women to run for open posts.

According to research by Mongella (1995), just 33% of locally elected jobs in the Indian government are open to women. More than a million more women would become politically active as a result of this. She learned that Sweden contributed to yet another historical first. The Swedish prime minister has appointed 11 men and 11 women to the national cabinet, achieving gender parity. Most governments have taken note of these changes and are actively working to increase women's representation in all fields, not just politics. In an effort to eliminate gender inequality, the Commonwealth Secretariat is presently only hiring males into consultant and similar roles if there are no women equally competent, as reported by Mongella (1995). The importance of understanding gender as a cultural element that transcends categories such as race and socioeconomic status cannot be overstated.

In addition to a rise in workload and lengthy working hours, women's productive actions are sometimes limited by their unofficial and private home duties that compete for their labour in terms of time and energy (Chege & Sifuna, 2006). Many women hesitate to assume leadership roles because they feel they cannot devote enough time to their families. The burden of caring for children and other relatives is a major obstacle for women seeking executive positions. It's no secret that many working women struggle with feelings of exhaustion and overwhelm as they juggle their professional and parental responsibilities.

Exhausted mentally, emotionally, and psychologically. To wit: (Knowles et al., 1998). After having children, many women choose to work less hours. It is not uncommon for women to devote themselves fully to their families for a year or more after having children (Eagly & Carli, (2018) p. 12). Derrington and Sharratt (2008, p. 21) found that the proportion of female superintendents was lowest among those who had children between the ages of one and nineteen.

In their study of the gendered division of work in the home, it was found that women's gender identities were tied to caring for others, even those beyond their immediate families. In order to devote more time to family, several women choose to stay at home rather than seek paid employment. For various reasons, including marriage and motherhood, several of the women in the research who began college did not complete it. Some participants in Derrington and Sharratt's (2008) study said that these were self-imposed hurdles to leadership. They consider "the failure to attain the superintendency or the decision to avoid it because of family responsibilities" to be an example of a self-imposed obstacle. Therefore, these women made the deliberate decision to choose their family commitments over the obligations of a superintendent.

Seelinger (2000) interviewed women in administrative roles in Central Appalachian schools. Most of these women admitted that pursuing a career in education administration required them to make sacrifices in other areas of their lives. She said they talked at length, at times with regret, about the lines they had to walk between prioritising their core relationships and completing the work necessary to progress professionally. Three of the women in her

sample were divorced and had no plans to remarry; two had chosen not to have children and were content with that choice.

But other women have figured a how to have it all, both at work and at home. Derrington and Sharratt (2008) identified these individuals as those who do the following: i. have a firm commitment to pursuing their professional goals; ii. have a network of family support, such as a spouse, mother, or siblings; iii. bargain flexi-time; and iv. set precise limits for their own time, and make part of the weekend off limits to external commitments. Some of the women in Seelinger's sample did not have trouble juggling job and family duties while considering a career in educational leadership, she discovered. To be available for their spouses and children, the women put off pursuing administrative careers until they were older.

### **Glass Ceiling**

This literature study will define the phrase coined the glass ceiling effect in order to better understand the obstacles cited by female leaders in higher education. The United States Department of Labour defines a glass ceiling as artificial barriers based on attitude or organisational bias that prevent qualified individuals from advancing in their organisation into upper management positions. In the United States, the Glass Ceiling Commission was founded by the Glass Ceiling Act of 1991. goals include: 1) fostering an environment where all employees feel welcome and valued; 2) encouraging ethical behaviour in the workplace by putting an emphasis on finding solutions to problems together; 3) advocating for equal opportunity rather than

predetermined outcomes; and 4) laying out a framework for how the Department will conduct future reviews of the corporate workforce at all stages of management. The objectives were to determine what obstructions existed, where they were located, and how they could be overcome. Furthermore, minorities and women alike commonly face the idea of glass ceiling when they strive for senior leadership roles in higher education. Discrimination is often subtle, but yet commonly tolerated as a de facto policy.

The glass ceiling, or the invisible hurdles that prevent women from reaching senior leadership roles, has been a topic of discussion for decades. It is been blamed as the reason why women's professional progress has stalled when they reach a certain socially acceptable threshold. But recently, more and more women have been promoted to executive leadership roles in higher education, including chancellorships, vice chancellorships, provostships, and the leadership of departments. This deeper level of understanding gives rise to the idea of a glass labyrinth. The glass labyrinth is the maze of obstacles that women face on their way to the top, as described by Eagly and Carli (2007).

Eagly and Carli's (2007) research does not ignore the gains made by women in the workplace, but it does shed light on the obvious obstacles women face on the path to advancement, which have had a chilling effect on the number of women serving in leadership roles and other professional capacities. The glass labyrinth begins from the beginning of a woman's career, and she must eventually overcome a never-ending series of obstacles. Women already face enough obstacles in trying to get a college degree, and then there are the cultural obstacles on top of those. The impression that men are naturally more competent in positions of authority is perpetuated through

sexism, inequality, and other forms of discrimination. There is added pressure on women in executive roles because, as Northouse (2021) argues, they are typically judged first through the lens of their gender and then through the prejudices of their society because of their gender.

Career advancement for women is hindered by gender stereotypes, which are consensus beliefs about attitudes and behaviours identifying males and females (Aiston & Jung, 2015; Harris, Ravenswood, & Myers, 2013, p. 486). According to Diehl (2014), appointing a woman to an executive level post may be influenced by the widespread prevalence of unfavourable perceptions about women. Socialisation and gender stereotypes are cited as possible causes for the lack of female leaders (Shah, 2010). Those who believe in the socialisation theory of gender assert that gender orientation and distinctions are developed through various developmental procedures related to life stages, such as education and working life (Campbell, Mueller, & Souza, 2010, p. 19).

### **Gender Stereotypes**

Gender schema are preconceived notions of how men and women should physically seem, act, and be socialised. Since gender stereotypes form the cultural norms or schemas by which individuals perceive and implement distinctions between genders and inequality, it is commonly accepted that they alter the genetic coding of the gender system (Smith et al., 2012). The traits associated with leadership have traditionally been masculine (Bonebright et al., 2011), therefore these preconceptions provide an extra hurdle for female leaders. These preconceptions are challenged when a woman assumes a position of authority. Effectiveness is questioned or undercut as inferior than

a man's when a woman displays influence over people outside of the typical feminine framework.

Research by Eagly et al. (2018) demonstrates that men are more likely to be viewed as having the task-relevant competence and leadership ability necessary for advancement to a position of leadership. While the gender schemata programme the brain to expect a certain kind of behaviour from women, the leadership schema runs counter to the gender schema when extended to a female leader (Bonebright et al., 2011). Eddy and Ward (2015) cite a qualitative study of female presidents as evidence that these women were expected to act aggressively. All of these obstacles make it harder for women in leadership roles to climb the corporate ladder. While the acceptability of women in leadership roles in higher education has increased, Longman and Dahlvig (2011) noted that women still face unseen barriers that make it more difficult for them to rise through the ranks.

Time management, the work issues, accountability to and for others, work and family disagreements, lack of resources, financial problems, and high standards from elements were identified as primary causes of tension for female administrators in the existing literature (Dahlvig & Longman, 2010). According to Eagly (as stated in Harris et al., 2013), gender inequity is a product of, and perpetuated by, cultural expectations. Pirouznia (2011, pp. 150, 483) agrees with them, arguing that the unfairness in society is a direct result of ingrained social and cultural norms.

Socialisation and gender stereotypes obviously restrict women's opportunities for and participation in leadership roles. Feminine stereotypes, sexism, discrimination, and the generalisation that women are inherently



weaker than men are also mentioned as potential causes (Tomas et al., 2010). Female executives at Pakistani universities confront a number of obstacles, including lack of role models in top positions, sexism in the workplace, and an unwelcoming corporate culture (Malik, 2011). According to Malik (2011), the widespread notion that women are not adequately equipped to handle the demands of leadership is at the root of this lack of support.

### **Cultural Challenges**

Snaebjornsson and Edvardsson (2013) define cultural values as “the norms, standards, and behaviours that are considered acceptable in a society or community.” Culture has been highlighted as a key obstacle to restricting the number of women in leadership positions (Shah, 2010), but its influence on the method in which women leaders operate has received less study. Culture, according to the research, has a significant impact on leadership styles. Women are profoundly impacted by cultural norms and conventional roles, which in turn shape how they are expected to perform in the workplace. Since 1990, for the first time in the brief existence of our field, scholars have become concerned in how the practise of leadership and management in schools is moulded by culture, according to Metcalfe and Gonzalez (2013). Understanding the possible cultural bias against women in leadership jobs requires an awareness of how masculine and feminine leadership styles are indicative of cultural norms. Culture’s effects on direction, as well as their mutual influence, have been noted in the literature. Schein (1994) views cultural norms and leadership styles as complementary aspects of the same whole.

Timmers, Willemsen, and Tijdens (2010) argue that a cultural lens is useful for understanding why so few women get to the top ranks of academic administration. One definition of culture is the lasting set of beliefs, values, and ideologies underlying structures, procedures, and practises that differentiate one group of people from another (Schein, 2004). Culture exists on many different scales, from civilizations to nations to organisations to groups. Both institutional (as in a company) and national (as in a country) levels of grouping are possible. According to studies of women in leadership roles, patriarchal norms act as a stumbling block to their success (Cook, A. & Glass, C. (2014). Culture itself raises barriers for female ambitions simply because of perspectives, learned behaviours, and habitual practises that are practised and reinforced, Harris, Ravenswood, and Myers wrote (2013,).

In addition, a person's ethnicity is cited as a reason in why there aren't enough women in top positions (Shah, 2010). According to Oplatka and Hertz-Lazarowitz (as cited in Shah, 2010, p. 130), it is unrealistic and potentially misleading to discuss women in educational leadership or women's distinctive leadership styles without taking into account factors like variations in culture, economic and social-political distinctions. To eliminate the problems that prevent women from reaching the top levels of organisations, it will be necessary to completely redesign them (Co'rdoval, 2011).

### **Family/Personal Obligations**

According to research by Tomas, Lavie, Duran, and Guillaumon (2010), family and personal responsibilities are a major sociocultural obstacle for women in higher education leadership roles. Increasing obligations outside of work are a major reason why women in educational leadership view the

promotion process differently than their male counterparts. Co'rdova (2011) expanded the list of causes for underrepresentation to include practical difficulties such a lack of suitable childcare, restrictive tenure clock requirements for academics, and inflexible work schedules. Researchers have shown that some women place a higher value on family and health than on professional success (Airini et al., 2011).

Nguyen (2010) conducted exploratory research in which she interviewed current and former female academic deans from a sample of Vietnamese institutions to get insight into their perspectives on the challenges women face in achieving academic deanship and the opportunities they see for advancing their careers. Nguyen (2010) interviewed one Vietnamese national university's six female deans, three male executives, and two male human resources managers in person.

Strong family responsibilities, unfavourable gender stereotypes, and a reluctance to take on leadership roles were cited as the most prevalent reasons women in the research were not in academic administration positions. It is interesting that no one mentioned institutional norms and regulations as an obstacle to women's success in academia. And they were pleased with the university's efforts to empower women in leadership roles (Nguyen, 2010). Self-effort, strong family support, and a favourable promotion backdrop were also regarded as the most important facilitators for the career progression of female deans by the respondents (Nguyen, 2010).

Nguyen (2010) found that the female respondents appeared to likewise rely on chance as a component in job progression, with many of them attributing their promotion to "being in the right place at the right time" (p.

135). Nguyen (2010) found that family support is a major element that may either hinder or facilitate the academic career growth of women in Vietnam, and she did so while noting the study's small sample size as a disadvantage. In addition, women have the potential to serve as both subjects and subjects of change in the movement to advance women in leadership roles.

The results led Nguyen (2010, p. 136) to draw the following conclusions: i) proper measures and regulations must be established to lessen the time demands of female's native work and parenting, thereby allowing them to invest a comparable quantity of time to their career progression; ii) rather than observing work-family balance as an obstacle women should learn to take advantage of the work-family interface; and iii) female academics must take an active part in promoting gender parity in The aforementioned points of view all but guarantee that female leaders will not have the same success as their male counterparts.

### **Institutional Challenges**

As more women enter a traditionally male-dominated field, gender disparity in academia becomes increasingly problematic. Malik (2011) interviewed 10 prominent female administrators in one-on-one, semi-structured interviews to learn what elements in Pakistan's higher education system contributed to the rise of women in leadership roles. Sixty percent of those polled reported being unhappy with the help they were given by their schools. The respondents also said that they were held back because they did not fit in with a society dominated by of the organisation (Malik, 2011).

Respondents went on to highlight a variety of elements they felt were crucial in their rise to the top leadership positions at their various colleges and

universities. They had a strong sense of personal dedication all over their educational period and competent career; they were highly motivated; they had a high level of confidence, self-worth, and determination; and they grew up in an environment where they were treated equally.

According to Malik (2011), the most prominent theme emerging from the women's narratives was the significance of family support in influencing their thinking and enabling them to aspire to higher education and professional advancement (p. 42). In other words, the women came from upbringings that encouraged independence, assertiveness, and a solid sense of identity in the face of a male-dominated society (Malik, 2011, p. 42). These findings support the following inferences, as proposed by Malik (2011, p. The key to revealing the door to both professional and personal accomplishment for women is to cultivate their confidence and boost their self-esteem, and i) women who have been able to rely on family and sociocultural promote are more probable to rise to leadership positions, and ii) organisations need to provide a more promoting environment for the careers of female leaders to reach their full potential.

When it comes to keeping a talented and diverse faculty and staff, universities are starting to explore for solutions. In particular, universities are looking into how the glass ceiling or glass labyrinth affects female administrators in terms of the gender wage gap, career advancement opportunities, and family leave policies. According to Cahusac and Kanji (2014), women lag behind men in academic careers because they enter the field later and receive fewer promotions to tenured positions. For the sake of

this study and to learn more about institutional impediments, we dug further into two of them: recruiting and retention, as well as professional growth.

### **Recruitment and Retention**

Traditionally, higher education has not made enough of an effort to attract, hire, and keep women in positions from which they might rise to executive leadership roles. Inadequate recruiting practises are a main institutional obstacle for women and minorities, according to the Department of Labour (1995, p.5). Schein (1994) argues that the recruitment, selection, and promotion practises of an organization's members are among its most powerful cultural transmission mechanisms. Word of mouth is the standard method of networking, which is essential for most employment. Aiston and Jung (2015), Cook & Glass (2014), and Schein (1994) all cite research showing that companies favour promoting and hiring from inside. This clarifies how discriminatory and selective practises can lead to the undervaluing and exclusion of women in the workplace.

To guarantee that the finest possible individuals are selected for the future of the area or profession, Van Tonder's (2015) study emphasised the leadership/management contribution to the policies and processes of recruiting. Future professionals' likelihood of finishing their degrees in higher education might be enhanced by a robust recruitment structure. Institutions should work just as hard to keep the talented people they bring in as they do to bring them in in the first place. According to Aiston and Jung (2015), this habit is hard to overcome since selectors are affected by the feminine stereotype that links women with the house and family. Diehl (2014, p. 144) claims that women are evaluated informally and arbitrarily based on their

considered eligibility for a role or for advancement, utilising characteristics such as age, relevancy of expertise, and ability to fit in.

According to Snaebjornsson and Edvardsson (2013), a positive work environment is one in which employees feel valued and their contributions are valued. Therefore, it is imperative that organisations value the expertise, experience, and originality of female administrators in the field of higher education. Balakrishnan and Vijayalakshmi (2014) looked at the issue of faculty and staff turnover in an academic setting. The problem of teacher shortages has prompted research towards integrated retention systems that might help institutions keep hold of their best teachers.

To investigate employee loyalty and contentment on the job, this integrated retention system sent a survey to a representative sample of workers. Strategies for keeping employees have included things like giving workers more say in their work, giving them more responsibility, demonstrating them they are trusted and valued, etc. Better conditions of employment, recognition and inspiration, possibilities for promotion and improvement, enhanced education, and work experiences were all found to make a difference to employee pupil retention, according to a descriptive research design study (Balakrishnan & Vijayalakshmi, 2014).

### **Professional Development**

Professional development opportunities, including as trainings and formal mentorship, are not always equally available to women and men. Those who show signs of being future leaders are typically given the opportunity to further their education, participate in professional development programmes, or get formal mentoring from a young age. Mentorship has been described as

both a challenge and a solution for women in leadership roles. Institutions of higher learning have a duty to educate the people who will one day hold positions of authority. Some of the issues that women face today may be addressed and perhaps solved if we provide students and teachers with mentorship and professional development programmes. Magrane et al. (2012) undertook research to investigate the factors that encourage or discourage women from climbing the academic ladder and securing official and informal leadership positions.

This study analysed these aspects using the Systems of Career Influences Model. The authors' cumulative knowledge in academic leadership development, as well as the best practises of professional development programmes, informed the formation of this model. In order to clarify how educational opportunities may be investigated in future research on academic women's career advancement, questions were devised in this approach. The Systems of Career Influences Model is geared at helping women succeed in the challenging academic environment. Organisational, personal, and social factors all interact to achieve this goal (Magrane et al., 2012).

Leadership's impact on hiring, keeping, and advancing employees was addressed in each of these broad areas. These are issues that might be seen as obstacles within the larger context of the fight for leadership positions in higher education. These problems are reflected in the declining number of women holding positions in higher education that might lead to leadership roles and in the difficulties associated with professional development, retention, and recruiting. Eagly and Carli's (2007) insightful discussion of the glass labyrinth suggests that women in higher education need guidance in



navigating and overcoming the more obtuse barriers that stand in the way of advancement to leadership roles.

### **Female academic leaders and Support Services**

It is common knowledge that in order to succeed, a company must have access to capable personnel and adequate supplies. Given this, it is reasonable to assume that all companies will allocate some resources towards their employees' professional growth, as this is ultimately in everyone's best interest (Heller, 1999). Therefore, it is crucial to place a strong focus on training or increasing the skills of employees at all levels of an organisation. The administration should make it a policy to provide employees with ongoing training. Productivity and efficiency are both impacted by training. Professionals should never stop learning, according to Ukeje et al. (1992).

It is common knowledge that superiors require leadership and guidance from those beneath them, too. Due to the ever-changing nature of the world, regular in-service training is essential for staying current in one's field. The lodging problem is another area where a well-placed investment might provide even greater productivity gains. Leaders who don't have to commute far to go to work are in a better position to go above and beyond what's expected.

Work will be supervised, and regularity and timeliness will be obvious results. The kind of commitment that every company hopes to see will be plain to see. Workplace motivation is another important problem here. Institutional or organisational leaders must be inspired or encouraged to perform at a high level and achieve set objectives. Certo (1980) had some reservations regarding how to get motivated. Some of the most important concerns to address are the working conditions, human relations, and compensation. When conditions for

learning and working are not optimal, headmistresses and headmasters have poor morale similar to that of their own instructors. Work dedication correlates positively with job happiness. Motivating variables include the availability of incentives, prizes, and credit options. Any society's managers and employees are only as respected as the conditions under which they operate and the rewards they are given. In the present day, it is essential to put the needs of all employees, whether management or not, first.

It is not necessary for the Ghana Education Service (GES) to have such a limited supply of resources as is now the situation. Headmistresses and headmasters want for minor changes like having access to current textbooks and curricula, having a enough supply of paper goods, and working in a well-equipped office. Good interpersonal connections are a key to success in every setting, and the classroom is no exception. Female principals in senior high schools deserve the emotional and professional backing of their husbands, subordinates, organisations, and friends. Help from friends, family, and other members of the community may make a big difference.

### **Strategies to overcome challenges**

Despite obstacles, women are driven to better their lives and the lives of future generations. Even though more women than ever are receiving doctorates, Pyke (2013) argues that they are still underrepresented in top leadership roles. While there are about equal numbers of men and women working in higher education, just a small fraction of these positions is held by women (U.S. Census Bureau News, 2016).

Female administrators who have broken through stereotypes have said that doing so was crucial to their success. More women may be able to enter

and thrive in senior leadership roles if they learn to effectively deal with and solve difficulties. Mentorship programmes, working in teams, developing self-awareness, being open to new experiences, and pursuing and completing graduate degrees are all factors that have helped women grow in their professions (Airini et al., 2012). Supportive mentors, affirmative action, and university understanding and activities linked to enhancing gender and racial diversity in the workplace were shown to be effective techniques for overcoming the obstacles women faced on their path to leadership, according to the study's authors. Professional growth, mentorship, and networking are three primary tactics that have helped women overcome hurdles to success, and they will be discussed in detail.

### **Professional Development**

To find out how many women college presidents take part in professional development programmes, Jackson and O'Callaghan (2009) questioned 91 of them. According to the findings, 72.5% of the 91 female presidents surveyed had attended some sort of professional development programme (Jackson & O'Callaghan, 2009). Inferring from this, we may say that professional development can help women advance in their careers by boosting their social networks, confidence, and employability. Colleges and universities may do their part for women's professional advancement by actively seeking out qualified women and providing them with mentoring and internship opportunities. Developing its own internal talent officially and strategically has been slow in higher education, as reported by the American Council on Education (2012).

Ramachandran et al. (2008) found that female presidents valued organizational encouragement of career advancement and management training the most. Women may get valuable leadership experience and knowledge by participating in professional organizations. Eddy and Ward (2015) argue that participating in a professional organization may help you advance in your career by giving you the chance to network with other professionals, learn about the latest trends in your field, and prepare for future challenges. If there are skills you feel you are missing from your university education, you can fill those gaps by attending a training or institute hosted by a professional organization. According to studies of executive leaders, most of them see chances for professional growth as crucial to moving up in their organizations (Pyke, 2013). Executive executives in higher education have benefited from attending leadership programs, serving on institutional boards, and participating in institutional staff development. In addition to the training and advancement possibilities provided by professional groups, the influential persons with whom women come into touch have a lasting impact on their careers.

### **Mentoring**

Mentoring has been demonstrated to help women climb the corporate ladder and succeed in other fields as well, such as academia and politics. Women who might benefit from a mentorship connection with other female leaders in higher education are hard to come by since there are so few women in such positions. Mentoring is essential for professional development, learning new skills, and coping with life changes.

Mentored women are more likely to progress in their careers than those who did not have a mentor, according to a research of female college presidents that examined career pathways, mentoring, professional growth, and impediments to promotion (Smith et al., 2012). According to Pyke (2013), even women with stellar resumes have a hard time making it to the top without a mentor or coach to help them along the way. Future leaders must be nurtured and prepared through mentoring programs if the educational system is to continue thriving. Mentoring also allows for exposure to the inner workings of an organization, which is invaluable. According to the research already done, both mentoring and being mentored are important ways to advance one's professional life.

Mentors are frequently mentioned by women who have achieved success and reached positions of leadership (Madsen, 2012). Those who have participated in one report a variety of positive outcomes. Employees will have more confidence in themselves and their abilities, be more invested in their work, be more satisfied in their jobs, be more likely to grow in their careers, earn more money, and be less likely to quit their jobs. Mentoring is especially important for women pursuing professional success because of the persistent gender gap in leadership roles. Many of them will miss out on the benefits associated with having role models of the same gender in positions of power because of the dearth of women in such roles.

### **Networking**

Networking, as defined by Odhiambo (2011), is a connection built for the express goal of exchanging knowledge. You may use your networking skills in many different ways. However, getting forward in one's job requires

knowing the right people to contact and include in one's network. Therefore, people who aspire to positions of leadership should build plans and avenues for expanding their networks. To advance oneself and one's career, networking is crucial. By connecting with others, leaders may not only further their own growth but also coach and mentor others around them, improve existing connections, and get exposure to novel ideas and perspectives. When compared to male leaders and supervisors, female leaders and executives are more likely to use networks for searching information for personal assistance and professional growth.

Leader aspirants may also benefit from the knowledge of individuals participating in the selection process by expanding their professional network. Women in administrative roles, according to Longman and Lafreniere (2012, p. 395), need to strike a better work-life balance. He believed that a cyclical energising is more effective than an all-out marathon. This suggested that women in administrative positions could benefit from seeking out opportunities to engage in activities outside of their day jobs. It has been discovered that leaders benefit from taking time off to spend with their families, attend social events, and celebrate milestones (Longman & Lafraniere, 2012).

### **Implications**

Women, according to Bonawitz and Andel (2009, p. 6), see power as a tool to effect change via other people. According to Wolfinger, Mason, and Goulden (2009), women value a career that allows them to learn and develop professionally while also satisfying their own needs and desires and making a positive impact on the world around them. Female educators and students

benefit from knowing what it takes to succeed in the classroom. In a culture where men hold most positions of power, women have an uphill battle just to get by, much alone succeed. According to Timmers, Williamsen, and Tijdens (2010), women who want to thrive in today's dynamic workplace must be flexible and optimistic. Women's leadership achievement in higher education has been found to be heavily influenced by both gender and organisational culture. Changing the culture that permeates universities and colleges throughout the world would require extensive research.

Before women and their leadership styles can be completely acknowledged, some academics think, higher education must be reorganised. More study is needed to help women shed the traditional roles society assigns them. Future female leaders will be encouraged and inspired by the stories of those who have broken the glass ceiling to pursue senior leadership roles despite the obstacles. More research is needed to determine the factors that helped successful people get to the top and keep their positions once they got there.

## **CHAPTER THREE**

### **RESEARCH METHODS**

The study examines the challenges encountered by women in academic leadership positions in the University of Cape Coast. This chapter precisely described the research methods used by clarifying how the research problem has been solved. The chapter described the research design, study area, population, sampling procedure, data collection instrument, data collection procedure, ethical consideration and data processing and analysis.

#### **Research Design**

The research was qualitative in nature, taking the form of a case study, and hence, it is consistent with an interpretivist paradigm. Interpretivists, according to Creswell (2009), think that one piece of evidence can have several interpretations. They also hold the view that truth is something humans create and that it resides in a space between different historical and social circumstances. According to Willis (2007), the central tenet of the interpretative paradigm is that reality is a social construction, and the goal of interpretivism is to get such an understanding. The scholar continues by saying that interpretivism is more welcoming since it allows for a variety of perspectives to be heard and respected. To better understand the obstacles faced by women in leadership roles at the University of Cape Coast, a qualitative approach which aligns with the interpretivist's philosophy was adopted.

A case study design was employed for this study. A case study design is a qualitative research methodology that involves in-depth investigation of a particular phenomenon within its real-life context (Yin, 2018). It aims to



provide a comprehensive understanding of a specific case or cases through the analysis of multiple data sources such as interviews, observations, documents, and artifacts (Baxter & Jack, 2008). The case study design allows researchers to explore complex issues, capture rich and detailed information, and gain insights into the intricacies and nuances of the phenomenon under study (Stake, 1995).

It is particularly valuable when the research question revolves around “how” and “why” inquiries, as it enables an exploration of causal relationships and contextual factors (Flyvbjerg, 2006). The findings of a case study can be used to generate new theoretical perspectives, challenge existing theories, or provide practical implications for a particular field or industry (Eisenhardt & Graebner, 2007). Overall, the case study design offers a flexible and holistic approach to research, allowing for an in-depth understanding of complex phenomena within their real-world settings.

Detailed information is gathered over a long period of time by researchers employing a wide range of data gathering methodologies under time and activity constraints (Stake, 1995). To generalise over a larger population, researchers conduct in-depth studies of individual subjects or small groups of individuals. The primary emphasis of a case study is placed on one discrete entity. A case study may also be defined as an in-depth examination of a system using a single or combination of research techniques (Thomas, 2011). According to Cohen, Manion, and Morrison’s (2005) definition of case study, the focus is on analysing a specific real-world incident. When compared to just presenting people with abstract theories or

concepts, the concrete example of actual people in real situations might help them understand ideas more effectively.

The case study design is not without limitations. Researchers using this design may not always have the resources to provide a detailed, in-depth explanation and analysis, thereby have dire implications on the findings of the study. The confidentiality and honesty of the researcher are also additional constraints associated with this design (Merriam, 2009). Therefore, objective data collection and analysis is in jeopardy due to the presence of subjective bias (Kahn & Best, 2006). Problems with dependability, validity, and generalizability also exist. With the use of this design. However, Descombe (2007) assert that it is a common misconception that case study design, as used in social science research, lacks the rigour inherent in addressing social issues. Due to its enormous benefits in helping the researcher to dive deeper into issues to obtain first-hand information, it was deemed appropriate for this current study.

### **Study Area**

The research sites for this project encompassed the five (5) colleges from the University of Cape Coast. These colleges comprised the College of Education Studies (COES), the College of Humanities and Legal Sciences (COHALS), the College of Humanities and Allied Sciences (COHAS), the College of Agric and Natural Sciences (CANS), and the College of Distance Education (CODE). The selection of these colleges was predicated on the presence of women in leadership positions, which facilitated the elicitation of responses from this demographic group. Such an approach was adopted to leverage their experiences and subsequently address the study objectives.

## Population

Eleven participants were selected from the three colleges of the University of Cape Coast to comprise the study's population. However, the researcher focused on female deans and vice deans, and female departmental heads as the target population.

**Table 1: Summary of target population**

| Population | PROVOSTS | DEANS/V-DEANS | HOD'S |
|------------|----------|---------------|-------|
| COHAS      | -        | -             | 7     |
| CODE       | -        | -             | -     |
| CANS       | -        | -             | -     |
| COHALS     | -        | 1             | -     |
| COES       | -        | 1             | 2     |
| Total      |          | 2             | 9     |

Source: Field survey, Binney (2023)

## Sample and Sampling Procedures

A sample refers to a subset of individuals or cases selected from a larger population for research purposes (Babbie, 2016). In the context of this present study, the sample included all female provosts, deans, vice deans, and female department heads from the five colleges in the University of Cape Coast which is the same as the target population. In all, the eleven (11) participants forming the target population of this study were all engaged.

Sampling on the other hand, refers to the process of selecting a subset of individuals, cases, or elements from a larger population to study and make inferences about the population as a whole (Babbie, 2016; Creswell, 2014). It involves systematically choosing a representative sample to ensure that the selected individuals or cases adequately reflect the characteristics and

diversity of the target population (Bryman, 2016). The typical sample size for qualitative studies is from 5 to 30 participants (Dworkin, 2012).

According to Neuman (2014), there are two types of sampling methods; probability and non-probability. However, based on the purpose of this study, a census survey approach to data collection, which permit the researcher to gather information on all members of the population, was adopted. The justification is that, since there was a sizeable number of females in leadership positions in the five colleges of the university, it was prudent for the researcher to collect data on all respondents in the population to fully capture their challenges with regards to the performance of their work.

### **Data collection Instruments**

Data collection instrument is a means or tool by which researchers attempt to measure variables of interest in the data collection process. The instrument for the data collection for this study was a semi-structured interview guide. In a semi-structured interview, the researcher has some control in deciding which questions to ask, as described by Bryman (2016).

The instrument helped collect data that could not be easily observed. The guides were used primarily to obtain information from women in academic leadership roles at UCC. The semi-structured interviews allowed participants to freely express their thoughts and experiences. This allowed room for issues that are important to the study participants to emerge. The semi-structured interviews were guided by pre-determined questions. This was to ensure that whatever information that was gathered was specific. An interview guide based on the specific objectives of this study was prepared. All the interviews were carried out in English.

The semi-structured interviews were digitally recorded to ensure accurate data capture (Rubin D. B, 2005). An interview guide was developed based on the study's specific objectives, serving as the framework for conducting the interviews. The primary tool for data collection was the researcher's cell phone, used to record interviews by following the predetermined guidelines and capturing voice data. To ensure data quality, active interviewing techniques were employed, as recommended by Rubin, D. B (2005). These techniques included active listening, summarizing key points, asking follow-up questions, and exploring topics relevant to the study. The researcher also paid attention to non-verbal cues such as hand motions, facial expressions, and moments of surprise or concern, which provided additional insights during the interviews.

The duration of each interview session averaged between 20 and 30 minutes, allowing for a focused and efficient data collection process. This timeframe was determined to strike a balance between gathering sufficient data and respecting the participants' time constraints. By employing these methodological approaches and techniques, the researcher aimed to ensure the collection of high-quality data, enabling a comprehensive analysis of the research topic.

### **Pre-testing of Instrument**

The instrument was pre-tested to obtain information on its validity and reliability. According to Polit and Hungler (2003), pre-test is a test conducted before the main research is carried out. It is done to assess the validity and reliability of a data collection instrument. One of the benefits of doing a pre-test is that it may provide early warning about potential problems with the

main research, i.e., when research procedures are not followed or when a suggested method or instrument is too difficult to implement.

In order to determine the validity of the interview guide, this study employed a systematic approach encompassing the precise definition of items within the instrument, meticulous scrutiny by experts (Supervisor and other professors in IEPA), and preliminary testing of the items to ensure the content validity of the instrument. Regarding the aspect of reliability, data collection was carried out by interviewing five women occupying distinct academic leadership positions at the University of Education, Winneba (UEW), which is situated in the central region of Ghana. UEW, akin to UCC, provides educational services, thus justifying their selection for the pre-test phase. This facilitated the researcher in reformulating and reorganizing ambiguous items, including their logical sequencing and elimination of redundant or protracted elements. Significantly, the pre-testing process aided in establishing internal consistency within the instrument.

### **Data Collection Procedure**

In research works, the primary objective of data collection is to acquire information that can effectively address the research objectives (Creswell, 2014). I first of all sought for ethical approval from the University of Cape Coast Institutional Review Board (UCC-IRB) through a formal application process. This was undertaken to ensure adherence to all ethical considerations stipulated. Subsequently, following the ethical clearance, the researcher obtained an introductory letter from the Director of the Institute for Educational Planning and Administration, University of Cape Coast. The purpose of this letter was to seek the necessary assistance and cooperation

from the participants, specifically women serving as heads of departments, deans and vice deans, as well as female provosts in the various colleges, to enhance the efficacy of the study.

The researcher conducted visits to the designated offices in order to secure permission and subsequently coordinated suitable dates and times for the execution of the interviews. The participants' availability was confirmed, and on the agreed-upon day, the interviews were conducted within their respective office spaces. The primary instrument employed for the collection of data was the researcher's phone device, utilized in adherence to pre-established guidelines for capturing audio data. The researcher engaged in active listening, skillfully summarized crucial elements, posed follow-up inquiries, and explored subjects pertinent to the investigation. Moreover, the researcher attentively observed non-verbal indications, such as gestures, facial expressions, and moments denoting surprise or concern, which supplied supplementary insights during the interview sessions.

### **Data Processing and Analysis**

According to Fraenkel and Wallen (2000), analysing data in a qualitative study entail integrating data from several sources (such as interviews and observations) into a unified explanation of the study's findings. Analysing the collected information allows researchers to see how participants responded to the study's questions.

Following the completion of interviews utilising the prescribed interview guide, the recorded audio of the interviews underwent verbatim transcription, involving the conversion of spoken responses into written textual format. To ensure precise and efficient transcription, professional

transcription services were employed. The researcher utilised the Thematic Analysis method for the analysis of the transcribed data. Under this method, various themes were developed from the responses and categorized based on the research objectives. The following six stages as prescribed by Braun and Clarke's (2006) guide for thematic analysis were utilised in this study and summarised in Table 2.

**Table 2: Six Basic Step of Thematic Data Analysis**

| Step                                  | Description   |
|---------------------------------------|---|
| 1. Familiarizing with the Data        | This makes it easier for the researcher to visualise the information contained within the data. |
| 2. Generation of initial codes        | Classifying and describing concepts gleaned from a scholar's prior reading of the transcribed.  |
| 3. Searching for themes               | Thematic groupings of related codes   |
| 4. Reviewing the themes               | The importance and validity of the topics explored are discussed.                               |
| 5. Defining and naming themes develop | Prior to writing a report, it is important to identify its primary ideas and purpose.           |
| 6. Producing a report                 | The scholar is happy with the themes that have emerged.   |

Source: (Braun & Clarke, 2006)

### Chapter Summary

This chapter extensively expounded upon the methodological aspects employed in the present study, adopting a meticulous and organized approach. The focal areas encompassed the research design, study population, sampling techniques, sampling procedures, employed instruments, and the prescribed protocols for data collection and analysis.



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

The research study was undertaken with the purpose of investigating the obstacles confronted by female individuals occupying leadership roles within the Cape Coast University. This endeavor aimed to elucidate the impediments experienced by women in academic leadership positions, which emanate from organizational, personal, and societal factors. Moreover, the study aimed to propose appropriate strategies to foster increased female engagement in leadership positions at the Cape Coast University.

The study employed a case study design through a qualitative research approach to address the formulated objectives. In this section, we introduce the readers to the study's subjects by providing brief biographies. This chapter explains how theme analysis was used to examine the data obtained from the participants. This chapter also detailed the results based on the five research questions posed for the study. In all, eleven women in academic leadership positions were selected from three colleges in the University of Cape Coast to participate in the study.

#### Participants' Biographical Data

The participants consisted of eleven (11) females in academic leadership positions which means that the research is purely about women in academic leadership positions. The ages of the participants ranged from 50-60. Out of the eleven, none of them was below the age of fifty (50) years, which was an indication that women in academic leadership positions in the University of Cape Coast were relatively old. The participants' biographical

data captured their Pseudonyms, age group, gender and status. Table 3 represents the demographic description of the study participants in order of the interviews.

**Table 3: Biographical Description of Study Participants**

| Pseudonyms | Age group<br>(yrs.) | Status    |
|------------|---------------------|-----------|
| Inno       | 50-55               | Dean/ HOD |
| Lizzy      | 55-60               | Vice Dean |
| Boss       | 50-55               | Vice Dean |
| Casa       | 50-55               | HOD       |
| Evepo      | 50-55               | HOD       |
| Patkonam   | 55-59               | HOD       |
| Casboah    | 50-55               | HOD       |
| Renepuye   | 50-59               | HOD       |
| Christeng  | 55-59               | HOD       |
| Andzom     | 50-59               | HOD       |
| Abimens    | 50-55               | HOD       |

Source: Field data, Binney (2023)

## **Results Findings and Discussions.**

### **6. Research Question 1: What are the roles of women in academic leadership positions in the University of Cape Coast?**

#### **Themes**

1. Monitoring and Supervision
2. Communication and Reporting
3. Evaluation

Based on the gathered data, it was unanimously observed by all participants that monitoring and supervision constitute integral components of their respective work schedules.

### Theme 1: Monitoring and Supervision

Monitoring is the process of observing and checking the quality and progress of something over observing and directing the execution of a task or activity whereas supervision is the act of critically watching over an activity. Supervision is also the act of overseeing or inspecting an activity or a person for assessment and the provision of feedback. Inno indicated that:

*The roles we women in academic leadership position play do not vary from department to department. The only difference is in the mode of supervision. monitoring and supervision irrespective of which one comes first really go hand in hand. The two always go together. Either you monitor and supervise or you supervise and monitor. At the end of it all, an assessment is made and a conclusion is drawn.*

Furthermore, Lizzy mentioned that;

*Monitoring and supervision is a very vital role we play as women in faculty. Though there are many other vital roles that we play, the re-occurring ones are monitoring and supervision, be it internal or external. I presume you know that for every Institution or Organization to thrive, there is the need to have effective monitoring and supervision.*

Also, Casa described the roles of women in academic leadership positions as variant.

*Irrespective of your office, there is always much for you to do. Once you find yourself within the confines of University of Cape Coast, then you have a lot of work to do. The roles we women play are so wide so*

*that they cannot be mentioned off – head. I can only remember the day-to- day roles that we play within the Institution. Internally, we monitor each day’s activities within the college, school and even down to the department level. Supervision is also another key area of concern. There are other vital roles that we play even outside the office. We sometimes even have to take the whole’ office home’, and you can imagine having a lot of domestic chores, taking care of the children and your husband and also carrying extra work from the office to the house. Hmm, it has not been easy my dear. Even if you delegate, you still need to supervise and monitor task under delegation.*

From the responses, all the participants mentioned that there are a variety of roles played by women faculty with monitoring and supervision as primary.

Responses like:

*The roles played by women in academic leadership positions vary from the roles played by other women with different portfolio within the same University. We supervise both lecturers and students, we monitor and submit progress report and report to the appropriate quarters for feedback and subsequent actions to be taken. We are assigned a number of other schedules that need daily and constant supervision both within and sometimes outside the University.*

This agrees to with what Brownell (2004) discovered that females are capable of dealing with a multicultural workforce, and are able to organize others around a common goal.

## Theme 2: Communication and reporting

Communication is the imparting or exchanging of information by speaking, writing, or using some other medium. Communication can be formal or informal. It can also be upward, downward, vertical or horizontal. Reporting on the other hand is giving a spoken or written account of an incident that an individual has observed, heard, done or investigated. Communication can also be verbal and non-verbal. It is not always that the use of words is appropriate in disseminating information. Sometimes the use of gestures and body language can also be adopted. This theme refers to the various means by which information is conveyed, disclosed, disseminated and circulated between women in faculty, their colleagues, subordinates and the students.

Evepo indicated that:

*Communication is an important element if not the most essential quality of sustaining and achieving the aims and objectives as well as the vision and mission of every organization. We always have to communicate the most important and vital issues for quick response and immediate action taken. Mind you, it is not everything that you have to communicate to your superiors. I mean everything. There are some of the issues you need to solve at your level to help prevent things from escalating. Some of the issues are manageable and they must therefore be treated as such. Communication in a nutshell is very vital in every human setting. through communication, the vision and mission statements as well as the core values of the organization and the department is also made known.*

Patkonam also mentioned that:

*It is always good to see that the people who are working under me as a head of department have part of their problems solved if not fully solved. through communication, part of a problem is always solved. In doing all these things, you need to be mindful not to step on too many toes. Otherwise, you will end up doing more harm than good.*

Casboah noted that:

*There is no educational institution that can thrive without effective communication. The students we are handling alone is a big 'wahala' and they always come with their own problems. We need to help them solve their academic, social, sometimes marital and even problems they bring from their homes. Communication does not mean only reporting issues to your superior, but helping lecturers and students solve their problems alone is always a plus to me as a woman and a mother. Yes, I do communicate and discuss vital issues when needed, but my satisfaction really lies in seeing students satisfied with living at the campus of U.C C. Not a life full of complains and agitations. Although students we all know will never be satisfied with whatever services they are rendered with, I always do my best as a head of Department to get my students moderately satisfied. We within the department work in close co-operation with the provosts, Deans and the registrar and finally the Vice chancellor.*

The channel of communication from the participants' view tells us how women in academic leadership positions in the University of Cape Coast do communicate their plans, proposals and grievances to their superiors, to their

faculty members, their students and even among themselves as women in the department. It was rather unfortunate the frequency of the communication was not determined but per the explanation given, I presume it is very frequent. According to the interview, the women at U. C. C. perform a wide variety of positions, all of which provide credence to Brownell's (2004) findings that women can effectively manage a diverse workforce and rally people behind a shared purpose. Efficient goal-oriented communication is the result of careful preparation and careful management.

That is why it's important to have a solid communication plan in place to ensure that your messages get through to the intended recipient without any hiccups.

### **Theme 3: Evaluation**

Evaluation is the making of a judgement about the amount, number, or value of something or its assessment. It is also the weighing up of an activity.

Renepuye indicated in her statement that:

*Evaluation is one of the most evident roles we women in faculty play and must play it well as such. Assessment and evaluation for both students and lecturers are very vital. It must be done as and when it deems it fit to check progress of the students and for other purposes too.*

Christeng also had a similar view to share. She also indicated that:

*Evaluation and assessment always go together. I see them as brothers always moving together. We do assess and then we would use the assessment to doo evaluation and decision making. We assess both students and workers within the department and use for further*

*decision making which is very important and critical and to identify where to place who and for further decision making.*

When it comes to leading a diverse team towards a common objective, Brownell (2004) found that women fared better than men. Gender roles are pervasive in modern culture. These stereotypes outline the types of conduct that are expected of women and men and those that are not. MacCobby and Jackling (1974) argued that women and men alike benefit much from the appraisal process by learning to belong to society through the socialisation process that begins in infancy.

**Research Question 2: What are the experiences of women in academic leadership positions in the University of Cape Coast?**

This research question under consideration came up with four main themes and the themes are as follows:

**Themes:**

1. Challenging
2. Embarrassing
3. Educative
4. Interesting

These themes developed from the question addresses the experiences of women in academic leadership positions in the University of Cape Coast. From the analysis, participants itemized certain key traits that serve as their experiences with regards to the roles they perform. From the analysis the themes related to this this research question are challenging, embarrassing, educative and interesting.



## Theme 1: Challenging

Challenging situation means to meet or come across a situation that will urge you to do more of what you are already doing, a situation that will dare you to know and do more. A situation that will propel you to always 'get there some'. The let me do it again syndrome. Renepuye said that:

*There are a lot of very challenging situations we meet each and every day in this Institution. Because of that, we are allowed to take up certain minor decisions and activities that help us to develop our department. Because we are always learning, we have gained so much experiences that always urges us on to take minor decisions within the department. We are always challenged to do it and do it right. if you get it wrong for the first time, you will be dared to do it for the second time. That is what I mean by challenge.*

This issue of decision making is a very indispensable quality that should not be overlooked because the consequences can be very terrifying and alarming. One participant mentioned the difficulty they face when decision making is not carefully looked at. Christeng also said that:

*Some of the experiences will embarrass you so much so that you will never wish even to address issues of similar kind. But what can you do, once you still have your head on, you can never stop thinking". I do remember a number of experiences. I can even share a number of them with you if you so wish to listen. I remember there was a program I had to attend as Head of Department at the University of Ghana. I was given the platform to address the students and lo and behold all the audience in the auditorium rose to their feet to applaud me as a female*

*H.O.D for the Agriculture Department. A department perceived to be male dominated. This really urged me on to do more as it was a challenging moment for me. This is the kind of challenging experiences I spoke of earlier in this same interview. It will urge you to do more. This is one major experience that everyone will wish to have a feel of in the 21<sup>st</sup> Century.*

From the responses above, it can be indicated that some of the situations they face in their everyday lives really challenge them to learn and do more rather than bringing them down.

## **Theme 2: Embarrassment**

This theme describes the moment of “not wishing to do it again” syndrome. It addresses the kind of experiences where the women faculty in the University of Cape Coast who have gone through that situations that have stolen their love of the work. Andzom indicated that:

*There have been a number of times that if you are not a strong woman enough, you may even wish to cry before the very students you are handling. It is not all the time that you will have a sweet soup to serve at home. Some experiences come to really embarrass you as a woman. I remember the last faculty I attended. I embarrassed so much so that I could come to the office the following day. I had worked on students' scripts the whole of the night. It was my turn to address the audience the meeting. I had been called a number of times without hearing. Not knowing I had slept off throughout the meeting. I was awakening up and unfortunately started asking questions which were not in relation at all to what was at stake.*

This theme means to meet or come across a situation that will urge you to do more of what you are already doing. There is always a situation that will dare you to learn and do more of the already existing situation. Renepuye said that:

*There are a lot of very challenging situations we meet each and every day in this Institution. Because of that, we are allowed to take up certain minor decisions and activities that help us to develop our department even without informing the appropriate authorities. The authorities are informed after the action has already taken place. Mind you, it is not always that such incidents should occur. It should be once in a while.*

Christeng also indicated that:

*As women as we are in this very male dominated Institution, we always come across situations that will urge you to do more and to learn from the existing situation. I cannot recollect all but I know the male HOD's in other departments always do positive greater things that urge we the women on to do more. I remember at our last meeting, one of my colleagues male HOD's indicated in his quarterly report that he had organized a soccer competition for all the male faculty and netball for all the female faculty respectively within his department as a form of exercising their bodies. I immediately said to myself that this will happen in my department the following semester. I did it in my department though the organization was not as easy as it would have been if I were to be a man. This is what we call challenging experience.*

### Theme 3: Educative and Interesting

An educative situation is a situation that will let you learn more from the issue at hand and will make you have the urge to do more all the time. Interesting situations are the scenarios that will also make you laugh and be more inquisitive to know more. Andzom indicated that:

*The mere fact that you have found yourself in this very position is an experience on its own. It needs constant learning to be able to abreast yourself with time. You sometimes find yourself in a situation that needs that an immediate wisdom be applied immediately in your department. I remember I visited the K.N.U.S.T.'s school of Physical Sciences for an all women Seminar. The last address that was given by the H.O.D. captured some key elements that needed immediate application and implementation when I returned to the University of Cape Coast and to be very honest and sincere with you my dear, it has helped the department a lot. That seminar really educated me even though I have attended a number of seminars nationwide.*

However, Inno was of the view that not all experiences will help when you implement them in your department back at home. Some of the experiences will educate you alright but in a very different way. She said:

*It all depends on how you see that particular experience as educative. It can educate you either in a negative or a positive way. Some of the experiences will educate you and also teach you not to implement certain decisions within your department. This is because the outcome of that particular implementation may not be pleasant and results not*

*profitable and fruitful. Remember, if you are taught to stay away from danger, it is also education.*

Inno also has this to say:

*It will interest you to know that some of the experiences and situations you come across as vice dean in the University of Cape Coast. Some of the situations you will come across will be very funny. Let me share a recent experience I encountered with you. A student I was supervising her project work was seriously copying from a student I had supervised just the previous year. I pretended I had not seen what he was doing. It was soon time for her to defend her work. Luckily enough, I was on the panel for the defense that very day. I asked him if he did the work himself and this student was swearing heaven and earth that he did the work himself. He defended himself until I projected the former student's work page by page before he realized I had caught him red-handed. Is this experience not interesting enough? It is not only interesting and funny but educative as well. It has really come to teach me that these students can sometimes tell lies with heaven and earth so we as faculty and supervisors should be more vigilant even though we already are. This has come as an eye-opener.*

The responses above indicate the experiences of women in academia in the University of Cape Coast ranges from challenging through to embarrassing. Al- Khalifa (1992) also stressed that there is the belief that men are capable of manning and holding higher positions than their female counterparts.

**Research Question 3: What are the challenges encountered by women in academic leadership position in the University of Cape Coast?**

Research question three also came up with five themes that were analysed.

The themes are as follows:

**Themes:**

1. Role Conflict
2. Cultural Challenges
3. Lack of support system
4. Imposter Syndrome /Gender stereotyping
5. Institutional Challenges

This research question addressed the challenges encountered by women in academic leadership positions in the University of Cape Coast. Five themes came up from this research question and they are role conflict, gender bias, lack of support system and imposter syndrome. On the same subject, a number of issues were also raised which are in relation to both personal and professional (in relation to office work). Some of the challenges came from the home and others also came from the office. And they are problems of combining work with domestic chores, child bearing, support from spouses and many others.

**Theme 1: Role Conflict**

This theme probes into the various roles women in academic leadership positions play both in the home and at the office and how conflicting the roles are. It looks at how office work disturbs the house duties and how house duties also prevent them from being able to accomplish office

duties and on time. This also occurs when there are two incompatible demands placed upon a person relating to their job or position. This theme also refers to a situation when two competing demands are made on an individual in the fulfillment of his multiple social roles. Workers can be given different and incompatible roles at the same time, when their roles overlap with another worker or work group. The greater the role conflict, the higher the likelihood of a worker experiencing work – related stress. Lizzy indicated how she nearly lost her marriage as a result of work. She said:

*It is never an easy task to combine marriage and work. Sometimes you need to do extra work at home in the mornings so that you can stay a bit longer at the office to complete office work as well. When you run late to the office, you will have to answer why you are late. In the same manner, if you get home late too from the office, you would also have to answer why you have gotten home late. The children will ask you many questions at a time that you would not know which one to answer first. All you need to do is to render an apology which we do all the time, unless you live alone without any of your children. Even with that you will need to explain yourself to your husband. If you are fortunate to have a husband who understands the situation, then you are good to go. Some of my colleagues also happened to have their spouses working with them within the same Institution. There were a number of times I have personally invited some of my family members to come to render apology to my husband on my behalf for negligence of duty as a wife. I nearly lost my marriage to work and I have since*

*learnt my lessons on how to proportionally allocate my time to work and home.*

Casa also shared similar view with Lizzy. She also lamented on how she rather nearly lost her position as a Head of Department because of marital issues. She said:

*It is a great lesson I have learnt from this portfolio / schedule that was given to me some four years back. Role conflict has been my major challenge as a wife, a mother, a daughter and as a Head of Department. Combining the roles, I perform as a result of all the above mentioned is never an easy task. I take care of my children at home performing all the duties mothers perform. I take care of my sick mother performing all the duties expected of a child to a mother. Remember I am also a married woman and I must perform the necessary and required duties expected of me as a wife.*

Evepo however was of a different opinion because she is fortunate to be married with only one child but she is fortunately or unfortunately not living with her husband. She had this to say:

*I am a married woman alright but I am fortunately or unfortunately not living with my husband and child. My only son is currently living and schooling outside the country with his father. I don't want to call it an opportunity because it has its own demerits too. The only thing is that I am privileged not to be living with my husband. It gives me an upper hand over my colleagues who happen to live with their husbands and children. It makes me have enough time to do all my rounds and my office work as a vice dean who doubles as a head of department. It*



*gets tougher and difficult when my family returns home from outside the country or when I go to visit them. That is the time you really feel the pepper. You will need to fill in the gap s you have left All the work you did not do now awaits you. So, what I do to avoid role conflict is to always make that I visit my family with whenever I am on leave. I also make sure I don't carry much work home from the office so that I can get time for my family. This is what has helped me all this while. I am aware most of my colleagues are not getting it easy at all with the combination of home and office duties. All what I do is not to give my subordinates undue pressure but urge them on.*

Unofficial and private home obligations that battle for women's labour in terms of time and energy, as well as a rise in workload and lengthy working hours, might have a negative impact on women's ability to engage in profitable endeavours (Chege & Sifuna, 2006). Unofficial and private home obligations that compete for women's labour in terms of time and energy, as well as a rise in workload and lengthy working hours, might have a negative impact on women's ability to engage in profitable endeavours (Chege & Sifuna, 2006). In their study of the gendered division of work in the home, Cornwall and Legerski (2010, p. 462) found that women's gender identities were tied to caring for others, even those beyond their immediate families.

## **Theme 2: Cultural challenges**

The accepted norms and standards of a culture or group serve as the inspiration for this central idea. The percentage of women in political leadership roles may be lower than it may be due in part to cultural biases. Culture has a significant impact on women and the traditional responsibilities

allotted to them within Ghanaian culture, both of which have significant bearing on the quality of their work. Culture places a very strong barrier on the positions women are likely to hold in academic Institutions all over the world.

Further, culture prevents most women from vying for various positions and even when culture has permitted them; it directs them as to how to manage the schedule that has been given them. It will either prevent them or regulate them. The imposition of culture on women in academic leadership positions can either let them progress in their various fields of work or let them fail outstandingly in that same field of work. Culture as it stands is a two-edged sword which can make and unmake you when caution is not applied. Many researches on female leadership have noted the function of patriarchal culture as a barrier to females' advancement. Culture itself raises barriers for female aspirations simply because of the attitudes, learned behaviors and routine practices and reinforcement. Patkonam noted that:

*It is not a taboo per my religious standards for a female to hold a leadership position in any Educational Institution all over the world. All one needs to do is to make sure she works according to the standards of her religious beliefs. It all depends on how you carry out your assigned duties. No conflict of duties and religious beliefs and that is all. If you are able to work within your line of job and worship God as per the standards of the Church, I feel then there is no problem.*

Casboah also indicated in her submission concerning the cultural challenges that:

*I happen to be in a religion where women are not allowed to lead only at Church but can lead in all other fields of work and in all over the country. When it comes to Church activities, women are not allowed to lead in any activity. We are only allowed to sit as spectators. This however does not prevent us from taking leadership roles at the workplace. There will only be a problem where you happen to find a male member of your religious group at your workplace where you are leading. It is there and then that the principles of the church will be applied by the male subordinate forgetting that the church principles are different from that of the workplace. The man may try to disrespect the female leader at the workplace but the principle cannot be applicable. Church principles are entirely different from that of the workplace.*

Cultural factors may help explain why so few women get to the top ranks of university administration, argue Timmers, Willemsen, and Tijdens (2010). Culture is the “continuation of set of beliefs, values, and philosophies supporting structures, operations, and practises that separate one group of people from another” (Schein, 1994), and it may be found at many different levels, from civilization to nations to organisations to groups. The communities might be on a local (institutional) or national (societal). Studies on women in leadership roles have identified patriarchal culture as an obstacle to women’s empowerment.

### **Theme 3: Imposter syndrome**

Feeling incompetent and untrustworthy is epitomised by this subject. High-achievers are especially vulnerable since they struggle to internalise their

successes. They may or may not be deserving of the praise they have received. In her 1978 study, Clance observed that women in professional and academic professions face the impostor phenomenon, the constant belief that one is not deserving of one's current position. Women in these situations often falsely assume that they have tricked others who doubt their intelligence. Many well-known ladies have admitted to having this problem. Daily struggles with microaggressions, especially expectations and assumptions established by stereotypes and racism, frequently bring women down despite our strength, ambition, and perseverance. Initially, it's just normal anxiety about whether or not you'll fit in. Will I be accepted by my coworkers? Am I capable of producing quality results? Turned into a traumatic experience at work that made her think about ending her life. Renepuye however had this to say:

*It is very normal to face imposter syndrome at the workplace as women. How much more me, an ordinary Head of department at a university, when even famous women have admitted to experiencing imposter syndrome, from Hollywood stars like Theron and Viola Davis to business leaders like Sheryl Sandberg and even former First Lady Michelle Obama and Supreme Court Justice Sonia Sotomayor.*

Christeng was very bitter and sounded however harsh:

*Fewer studies have looked at the root causes of impostor syndromes and the ways in which gendered institutions in the workplace might amplify feelings of inadequacy among women. We think it's fair to ask whether or not impostor syndrome contributes to women's inclination to doubt their own accomplishment. When the idea of impostor syndrome was created, the influence of systemic prejudices like racism,*

*classism, xenophobia, and others did not exist on any level. It is becoming a disturbing phenomenon in our administration as women and it must be looked with a third eye.*

Andzom was also not so happy with the same phenomenon. She also said that:

*The whole idea of imposter syndrome does not seem to make meaning to me. I have even decided to have research done on it. It still amazes me. Many of us across the world are implicitly, if explicitly, told we don't belong in white- and male-dominated workplaces. so, I ask myself where then do we belong? Should we always be found the kitchen? It is high time we stopped the phenomenon of imposter syndrome and focus on fixing women at their right place when indeed they are indeed qualified to hold any positions in any organization be it educational institution or any organization because we also matter.*

The imposter syndrome affects successful people at all stages of their careers. For a long time, academia was the primary focus of impostor syndrome investigations, and this remains the case today (King & Cooley, 1995; Neureiter & Traut-Mattausch, 2016). Female executives cited a lack of mentors, the good old boy network, gender inequality, and slower career pathways as the unseen hurdles they encountered, according to research by Bonawitz and Andel (2009).

However, in recent decades, researchers have paid more attention to impostor syndrome and its effects on imposters' attitudes and actions in the workplace. This can also alter based on the individual's position within the organisation; for example, the impact of impostor syndrome on a new hire will be very different from that on a senior executive.

#### Theme 4: Gender Stereotype

Gender schema are a person's preconceived notions about what a man and a female should be like physically, emotionally, and behaviorally. People's cultural standards or schemas for perceiving and enacting gender difference and inequality are said to have an impact on the gender system's genetic code. Since leadership has traditionally been linked with masculine traits, these prejudices offer an extra obstacle for women in positions of authority. These preconceptions are challenged when a woman assumes a position of authority. Women in positions of authority at the University of Cape Coast were surveyed to get insight into the manner in which they experience gender stereotypes in their work and to provide solutions. Effectiveness is questioned or undercut as less capable than a man's when a woman displays influence over people outside of the typical feminine framework. This study reveals that men generally have an easier time establishing their credibility as leaders and being seen as competent in their chosen fields. Abimens was of the view that:

*The brain expects females to act one way based on the gender schemata, but there is an additional schema for a leader, which is contrary to that of the gender schema when applied to a female leader. So, there is one question I always ask my students in class, and if you would permit me, I would like to ask you the same question since you are also a student even though not my direct student. Can all women across the whole of this world think in the same way? I used to sing at Church a lot when I was young, I had this masculine voice they call*

*base. Anytime I picked the microphone to lead either praises or worship at the church, people began to pull their necks to truly look at who was singing as if it was crime for a female to have a masculine voice? So, I ask again; should every female possess a treble voice? Should every leader in academic position be man? The rest lies with you to answer unanimously.*

Inno also shared similar sentiment and she also had this to say:

*It has always been my greatest burden why gender stereotyping even still exists among female administrators all over the world. Should it always be the men? Women can also lead and perform even better than their male counterpart if they are all given the same task. Why should it always be the men and leading and we women following. It is time we clear that thought from our minds before it becomes a canker haunting our unborn generations.*

As Bootzin et al. (1986) pointed out, unfavourable generalisations about groups like minorities and women have been fueled by stereotypes throughout history. The ideas on which prejudice rests are, in most cases, either exaggerated or incorrect. Discrimination arises when bias manifests itself in harmful actions. As an example, this may allude to the institutionalised exclusion of women or people of colour from particular kinds of attitudes. Since the masculine style of leadership is still seen as ideal, women have a harder time breaking into and maintaining leadership roles because they are expected to conform to stereotypical models rather than fostering their own unique approaches (Diehl, 2014).

### **Theme 5: Institutional Challenges**

This theme also refers to the kind of challenges women in academic leadership positions face with regards to the where they work. Some of the challenges are only related to their place of work and not general challenges. With respect to this thesis, then we are specifically looking at the challenges women in academia encounter at the University of Cape Coast. Sixty percent of those polled reported being unhappy with the help they were given by their schools. The respondents also said that they were held back because they did not fit in with the male-dominated culture of the organisation (Malik, 2011).

Respondents went on to highlight a variety of elements they felt were crucial in their rise to the top leadership positions at their various colleges and universities. They had a strong sense of personal commitment throughout their academic period and professional career; they were highly motivated; they had a high level of self-confidence, self-esteem, and ambition; and they grew up in an environment where they were treated equally. By analysing the women's stories, Malik (2011) found that "...the importance of familial support in shaping their thinking and enabling them to aspire to higher education and career development" (p. 42) emerged as the most significant component. The women were brought up in a way that "...promoted their self-confidence, assertiveness, and a strong sense of identity in dealing with male dominated environments" (Malik, 2011, p. 42). Malik (2011) drew the following conclusions from her research: "i) women who succeed in leadership positions are those who have been able to rely on family and socio-cultural support; ii) increasing women's self-confidence and self-esteem paves



the way for greater professional and personal success; and iii) organisations need to provide a more supportive environment to enable their professional female leaders to perform to their full potential.” When it comes to keeping a talented and diverse faculty and staff, universities are starting to explore for solutions.

In particular, universities are looking into how the glass ceiling or glass labyrinth affects female administrators in terms of the gender wage gap, career advancement opportunities, and family leave policies. According to Cahusac and Kanji (2014), women lag behind men in academic careers because they enter the field later and receive fewer promotions to tenured positions. For the sake of this study and to learn more about institutional impediments, we dug further into two of them: recruiting and retention, as well as professional growth. Lizzy however asserted that:

*the kind of support we receive from the U university of Cape Coast is not something that we can really talk about today. If we start, will not and finish today. We the women in academia are really giving out our best to the Institution and for that matter we also need to be treated well. There are so many challenges we women in academia face ranging from accommodation to provision of official vehicles, but I don't need to disclose barely everything but with what I have said, I presume you know where I am coming from and where I am going to. Sometimes the provision of in-service training and refresher courses are not received as expected. But in all these, we still do our best to get the best.*

Boss also shared similar sentiment complaining bitterly about the kind of support they receive from the Institution with regards to what they are giving out to the school. She said:

*There are a number of challenges we face as women in the various academic leadership positions in the University of Cape Coast. The challenges are so many that we have decided not to talk about it any longer. The moment we try mentioning it in our conversations, the more painful it gets. Some of us have rented our own apartment very far away from the campus and we need to drive for close to forty minutes before we get to the campus and with our own fuel as well. The number of students in our various lecture halls is also another issue to be discussed at another platform. Some basic logistics that we need to work with are not provided and when it has to be provided too, it does not come on time. This is not with my department alone, but with almost all the departments. This is gradually becoming a norm that has come to stay with us.*

Casa also shared an experience that was as close as that of Boss. She also spoke about student population. Boss said:

*The institutional challenges I face as a woman vice dean vary from one department to the other. It does not permeate through all the Colleges, or the Schools or the Departments. I personally as a Head of Department have an issue with the number of students within my department for which nothing can be done about it. The number of students in a lecture in U. C. C. at a time is just too much. Some of the students you know are very fast that they will dodge lectures almost at*

*all times if a Lecturer is very vigilant. And as you know you cannot deprive anybody of his right to education unless the person does not have the required results to help him climb higher the academic ladder. I do not even see this as a major challenge but rather the required logistics to match the ever- increasing population. But you see some of these challenges have been with us for a very long period of time so we have rather decided to find internal solutions to them so as to help the work go on. You cannot keep on complaining all the time.*

According to Cahusac and Kanji (2014), women lag behind men in academic careers because they enter the field later and receive fewer promotions to tenured positions. For the sake of this study and to learn more about institutional impediments, we dug further into two of them: recruiting and retention, as well as professional growth. Rebuilding and redesigning the organisational structure are the only way to reduce the hurdles that prevent women from rising to leadership positions (Co'rdova, 2011).

**7. Research Question 4: What is the influence of the various obstacles encountered by female academic leaders on their professional performance in the University of Cape Coast?**

**Themes**

1. Loss of Position
2. Marital problems
3. Boost Performance / Motivating

This research question also came up with three themes. From the analysis, the themes are Loss of position, Marital Issues and Motivation/Boost of Performance.

### **Theme 1: Loss of Position**

This theme describes the situation where a woman in academic leadership loses her leadership position as a result of the challenges they face at the workplace.

This theme basically gave a narration on how women in academic leadership positions in the University of Cape Coast can as a result of challenges, lose the portfolio or the position they hold in the Institution. Inno stated that:

*For the past five years that I have been the Vice Dean of this school, the experiences I have gained as a result of the work I do will really amaze you. I have recorded a number of effects arising from the challenges I have encountered. The effects have both been positive and negative.*

She narrated further:

*It will be very embarrassing for a whole Vice Dean's position to be taken from me as a result of negligence of duty or as a result of meager excuse. A lot of people have been taken off their position as a result of ineffectiveness. It will definitely affect your career if it is heard or known that a Vice Dean's position has been withdrawn as a result of her ability of deliver. And as for UCC., for do not have to take anything for granted. If you are not doing the work as expected, ooh! I am sorry. No two ways about. You cannot compromise the right thing. The truth of the matter is that it is not even any of your*

*colleagues or the students that will report you but the loopholes themselves will be clear for everyone to see that you are not doing your work well. The system will expose you and you will lose your position.*

Evepo further mentioned that:

*With the UCC., you cannot live in that Institution and do just anything anyhow. Nobody will have the time for you to mess around. It is just a simple principle, if you do the work, just step aside and let other people do it. You will definitely be expelled. You will lose your position and that will be all. You will be tagged for good if you withdraw from a position that was given you. With this at the back of your mind, you don't have to sit idle until the challenges you face at the workplace dominate you to the point of you loosing you position, will you do that?*

The responses above indicated that if females in academic leadership positions in the University Of Cape Coast do not carry out their duties well amidst the challenges, they encounter in undertaking their academic duties, they will end up losing their positions and their various portfolios they handle within the institution. If you allow the challenges to overtake and dominate you in the institution, it would be like you are hiding behind the challenges you face and that can surmount to incompetence which eventually lead to the you losing your position.

## **Theme 2: Marital Issues**

This theme deals with the issues faced by women in academia that come from the home but have the effects the office. Marital issues are issues

that relate to marriage and it is purely a domestic issue, but the effect if care is not taken, can have a great impact on the office work. Inno stated that:

*Your family, I mean the domestic family members, especially your spouse and children will always feel the heat. You intelligently have to blend the home and the office duties so that one does not overweigh the other. If it so happens. The consequences are always alarming.*

Renepuye speaking about marital Issues had this to say:

*If you don't learn to be tactical, you will end losing your marriage and have your children always having quarrels with you. Learn to play your cards well as a mother a wife and an administrator and you will forever have peace both in the home and at the workplace.*

Evepo noted that:

*There are a number of times you need to send office work home and a number of times you also have to bring few to the office to finish up. It is just a matter of learning to blend the two so that one does not overtake the other. You should realize that after retirement you will definitely go home to be with your family and the same time learn also that when you retire and you are at home, it is the work you did that will feed you and your family so it is a matter of knowing what to do at what time and that is all.*

Female administrators, according to Longman and Lafreniere (2012), should strike a balance between their professional and personal lives. According to him, “the key is not an all-out marathon, but rather a cyclical energising” (p. 395).

**Theme 3: Boost Performance /Motivating.**

This theme deals with the effect of the challenge that motivates an employee to improve upon the performance level of the work they are doing already at the work place. It will either let an employee learn more on the job or learn new experience all together. Lizzy said that:

*We all learn from our various experiences and the experience they say is the best teacher. Some of the experiences we have recorded as women in academia have really boost our performance and has served as major challenging. The experiences have increased our performances and the same experiences have really motivated as well. Since you see and go through some of these things all the time, they have now become a part of you. Any of the challenges that I have mentioned to in this interview though they are my major challenges, but they don't come to bring us down but rather to strengthen and motivate us to do the work well.*

Andzom also indicated that:

*there are issues and challenges in every organization or Institution. If you decide to run away from your problems, you would meet them on another platform and for this matter, always try to face the challenges that come your way, address them and afterwards they be your motivating factors, you would no longer see them as challenges but rather your motivators.*

Boss also shared a similar experience “in U.C.C.:

*We do not see any challenge as a challenge, but rather a performance booster. Let it be as simple as that and you are good to go. If you decide to let things and issues within the institution, put you down, you*

*will forever be down. Just make sure the right thing is done and you are good to go. If only the situation does not conflict with the academic work of the students.*

The responses above indicated the various ways the challenges have had influence on the performance and the discharge of duties on women in faculty at the University of Cape Coast. The effects run from loss of position through to motivation. The participants of the study mentioned the effects that the challenges they encounter have effects on their performance of duty. They indicated that the some of the things would come as the booster. Instead of letting the challenge bring them down and having a total negative impact or influence on their work, it would rather come to encourage and boost their performance instead. It is not in all cases that the challenges they encounter have a negative impact on their performance. Sometimes, it strengthens them and urge them on to do well. That is on one hand.

On the other hand, some of the women in faculty in faculty also indicated that the challenges they encounter can sometimes even let them loose their positions if grater care is not taken. They come of a great magnitude that the pressure is overwhelming. Hall (2002), who examined female school principals in Britain during the ‘new managerialism’ era, made an insightful discovery on this phenomenon. Hall (2002) noted “contrasting interpretations of entrepreneurial activity in education, which on the one hand condemn it and on the other applaud it” (p.13). This is a point echoed by Saunderson (2002), who discusses the effects of the ‘new managerialism’ in UK higher education on women’s academic identities and experiences, adding that these effects are often exacerbated by the “changing ethos, praxis, and



pedagogy of UK higher education institutions in the twenty-first century” (Saunderson, 2002: p.379). The principles of ‘academic managerialism’ are seen as fundamentally at odds with the values of academic women, she argues. The principles of “efficiency, individualism, and competition of academic managerialism” seem at odds with the values of “social justice, equity, collegialism, and co-operation” held by academic women.

Brown (2000) looked at the experiences of female faculty members at UK universities and found that “issues of equal chance were central to the issues found to negative effects academic women who disclosed marginalisation and isolation from punishment, departmental, and organisational networks believed to be crucial for success in the present-day ‘corporatist’ culture” (Saunderson, 2002, p.384).

#### **8. Research Question 5: What strategies can help in promoting increased participation of women in academic leadership roles in the University of Cape Coast?**

##### **Themes:**

1. Networking
2. Professional development
3. Mentoring
4. Provision of Support Services

This research question from the study addresses the various ways and means by which more women can be encouraged to take up academic leadership positions in the University of Cape Coast. From the study, participants enumerated the various media through which more women can take up academic leadership positions in the University of Cape Coast. From

the analysis, the responses are networking, mentoring, professional development and provision of support services.

### **Theme 1: Networking**

This theme probes into the available and documented means through which more other women irrespective of the challenges the others are faced would be encouraged and motivated to take up academic leadership positions in the University of Cape Coast. Evapo lamented about networking indicting that:

*It is a high time we women in academic leadership positions across the nation formed an association where we will learn so many things including knowing who to contact and at what times. If this is done, those aspiring to academic leadership positions would not need to wallow much but to contact us straightaway for the necessary assistance. I will boldly say that it is all about networking.*

Patkonam was also of the view that:

*Networking is the surest way to get more women on board. Networking is the essential for personal growth and professional development. In so doing, those other women seeking to enter into our field of academia will definitely seek for professional consult and we will then link them to the appropriate field for assistance.*

Inno shared similar view. She said:

*Through networking, we can build relationships explore new ideas and share information and experiences with others in a form of coaching ad mentoring women who want to join we the women in academia*

*either in the University of Cape Coast or any of the universities nationwide.*

Odhiambo (2011) described networking as a relationship developed for the purpose of sharing information. Networking can be viewed as an art; it can be utilized to meet various needs. However, knowing who to contact and involve in a networking system is crucial to career advancement and professional development.

## **Theme 2: Professional Development**

Another theme from this research question is professional development. This deals with improving on what one already knows in relation to the field of work. It can be done either through in-service training or further studies to upgrade one's self in the field of work. Professional development is one major an individual can learn fast on the job and also get the opportunity to learn new things in addition.

Lizzy explained that:

*professional development can help females to enrich their skills, access social networking opportunities, build one's self esteem and also increase the career of women who want to be in academia at the University of Cape Coast and even across all the other universities nationwide.*

Abimens also had this to share:

*Professional development by institutions helps to identify potential female candidates, support and also provide them with professional experiences that will support females to progress into academia.*

Andzom also indicated that:

*It is best to develop potential females who want to join academia professionally. Professional development and professional associations can also help to tap and develop leadership skills that will help elevate potential women who want to join academia.*

Andzom further noted:

*Professional development can be very instrumental more especially if it is received at the right place, by the right people/person and at the right time. Professional associations are another way female can develop leadership skills that will be useful in moving up the career ladder.*

Eddy and Ward (2015) argue that participating in a professional organisation may help you advance in your career by giving you the chance to network with other professionals, learn about the latest trends in your field, and prepare for future challenges. If there are skills you feel you are missing from your university education, you can fill those gaps by attending a training or institute hosted by a professional organisation.

It is common knowledge that in order to succeed, a company must have access to capable personnel and adequate supplies. Given this, it is reasonable to assume that all companies will allocate some resources towards their employees' professional growth, as this is ultimately in everyone's best interest (Heller, 1999).

### **Theme 3: Mentoring**

This theme addresses how young and upcoming women who also to be in academic leadership position (mentees) are groomed by experienced and

more knowledgeable women who are already in academic leadership positions (mentors) for a period of time. In this regard, an official relationship is built where the mentee understudies the mentor to gain more experience and to learn the right way of doing things which helps the mentee to gain advancement in the way things are done. Abimens stated that:

*Mentoring plays a major role in the advancement of females in academic leadership positions and those who are aspiring to join academia and in even in all executive positions and across all disciplines including academia itself. Developing potential female future leaders requires that one goes through mentoring with an already established female academic leader. One needs to be taken through the appropriate ways of doing things before fully assuming any academic positions. In so doing, it helps to minimize the number of hicks and the challenges that the aspirant will record when she fully assumes the leadership position.*

Casboah also had this to share:

*Mentoring a relationship where a mentee understudies a mentor for a period to time to learn how the mentor does his / her things, follow the procedure and try do his/her things just as the mentor does. For the period of the mentoring, the mentor will be supervising the activities of the mentee to ensure conformity to standards. So definitely if you want to join academia, then we really need to groom you through mentoring until we see that you are fit for purpose.*

Renepuye indicated that:

*we expect that ideally the mentoring relation will last for more than what we currently having. Yes, they do come for grooming. I have already told you that as for U.C.C., you cannot just do anything and go scot free, no. The system will definitely expose you, so we need to need to take aspirants through mentoring to let them have a feel of how things are done here.*

Women who might benefit from a mentorship connection with other female leaders in higher education are hard to come by since there are so few women in such positions.

#### **Theme 4: Provision of Support Services**

This theme addresses all incentives provided by the University of Cape Coast to all the women in academic leadership positions in the University of Cape Coast ranging from accommodation to through vehicle maintenance allowance to free tuition for the wards of the women under review. Renepuye indicated that:

*If all lecturers were to be living on the campus of the University, attitudes like punctuality and regularity would have been hundred percent improved. But here is the case most of us the lecturers are living outside the campus. Here is the case most of us are living far and very far away from the campus. Anyway, that does not prevent us from doing the right thing, we still come on time but it would have been simpler and safer if we were to be living at the campus of U.C.C.*

Christeng also shared her part of the experience:

*Most at times when we mention support services, a lot of people first think of accommodation, but it covers a wide range of services.*

*Provision of in-service training, supplies of working logistics, even comfortable offices and spacious lecture halls are all part of support services. You will not get all of them so perfect but it is also not so bad, at least we are all doing our best to make sure the work is done and done right.*

Casboah also said:

*I would have been very happy if I were to be living in or around the campuses of the university. I live very far away from the school and to be honest and sincere with you. It does not help my punctuality and regularity at all. You will not intentionally get to the lecture hall late but situations with heavy traffics and issues with transport systems, you will end up running late to the lecture hall most of the times if not all the times and this is a circumstance beyond our control. Provision of other logistics are sufficient though, but does not come at the appropriate time, but then, since it is a human institution, we do not expect a hundred percent perfection in all we do but we always pray for the best.*

Studying the experiences of women in positions of academic leadership is a relatively young area of inquiry with many promising avenues, especially in the period of progressive administration. It would be helpful to clarify the differences between “leadership” and “management” before diving into a more in-depth examination of this topic. However, many academics blur the lines between leadership and management, using terms like “leader” and “manager” equally. As we continue, this will become clear.

The following examination conveys the latter viewpoints, that there is a distinction to be made between leadership and management and between a leader and a manager Kotter's (1993) takes into account, even though the literature indicates there is a debate whether leadership is synonymous with management or if there is a differentiation between the two. Certo (1980) had some reservations regarding how to get motivated. Some of the most important concerns to address are the working conditions, human relations, and compensation. When conditions for learning and working are not optimal, headmistresses and headmasters have poor morale similar to that of their own instructors. Work dedication correlates positively with job happiness, as Bame (1991) has noted. Motivating variables include the availability of incentives, prizes, and credit options.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The final chapter of this study presents the summary, conclusions, and recommendations. Specifically, the chapter centers on a concise exposition of the study's methodology, a succinct overview of its significant discoveries, a thorough examination of its conclusions, a comprehensive delineation of future research possibilities, and a well-founded compilation of suggestions.

#### Summary of Research Process

The primary objective of this study entailed a comprehensive examination of the obstacles confronted by women occupying academic leadership roles at the University of Cape Coast. Specifically, the investigation focused on women occupying academic leadership positions within the five principal colleges in the University of Cape Coast, namely the Deans, Vice Deans, and Heads of Departments.

To achieve this purpose, five research questions were explored:

- i. What are the roles of women in academic leadership positions in the University of Cape Coast?
- ii. What are the experiences of women in academic leadership positions in the University of Cape Coast?
- iii. What are the challenges encountered by women in academic leadership position in the University of Cape Coast?
- iv. What is the influence of the various obstacles encountered by female academic leaders on their professional performance in the University of Cape Coast?

- v. What strategies can help in promoting increased participation of women in academic leadership roles in the University of Cape Coast?

This study used a case study design to investigate these concerns. The validity and reliability of the research instrument were established in the investigation. Eleven (11) individuals were randomly selected to provide data. The interviews were semi-structured, and the hyper Transcribe programme was used to transcribe the audio. The textual material from the interview was analysed using thematic analysis.

### **Key Findings**

An overarching theme was developed from five main themes to unravel the challenges encountered by women in academic leadership positions in the University of Cape Coast. The overarching theme was challenges of women in academic leadership positions in the University of Cape Coast. The following were the key results of the study.

1. Women occupying academic leadership positions at the University of Cape Coast have multifaceted roles, encompassing communication, supervision, and evaluation. While these roles are governed by established laws and principles, adjustments are occasionally made based on on-the-ground circumstances, aligning with their normal responsibilities. Collaboration is integral to their work, as they operate within a team dynamic, with interconnectivity characterizing the execution of their roles. Communication channels take various forms, including upward, downward, vertical, and horizontal, with upward communication being the most prevalent, enabling authorities to stay informed about departmental happenings and the overall situation. It

was observed that these women, when faced with situational challenges falling within their purview, exercise immediate action without always requiring approval from higher offices. Subsequent reports are provided, facilitating prompt corrections when necessary. Furthermore, there are instances where reporting to immediate superiors is not mandatory, as these women possess a degree of autonomy within a defined scope, particularly for urgent matters that ensure the smooth functioning of the institution.

2. The study further revealed that women in academic leadership positions in the University of Cape Coast gain and gather numerous experiences from the various leadership positions they hold. It is these experiences that they hold unto to address situations that they face each and every day in the performance of their duties. When they are confronted by new issues that do not align with their normal duties, they quickly hook unto the experiences they have gathered and immediately find solutions to the issues at hand. The experiences at the same time make their work easy for them. This is so because they repeatedly do almost the same things all the time and that has given them an upper hand over what they do. The continuous performance of the same task has made them specialized in their field of activities. Some of the occurrences are even routine ones that happens every day. With the routine challenges, there are also routine solutions to remedy the situation. The everyday minor administrative challenges are given immediate attention that is needed.

3. Women in academic leadership positions at the University of Cape Coast fulfill a range of diverse roles, encompassing communication, supervision, and evaluation. While their roles are guided by established laws and principles, they often need to adapt and make necessary adjustments based on situational factors and their regular responsibilities. Collaboration and teamwork are essential components of their work, as these roles are interdependent and interconnected. Communication channels encompass various forms, including upward, downward, vertical, and horizontal communication, with upward communication being the most commonly employed approach. Keeping authorities informed about departmental happenings and situations is crucial, and these women are empowered to take immediate action to address issues that fall within their jurisdiction, without necessarily awaiting approval from higher offices. Prompt reporting and necessary corrections are carried out, and in some cases, reporting to immediate superiors may not be required, as these women possess a certain level of decision-making authority. This approach ensures the efficient functioning of the institution.
4. The challenges encountered by women in academic leadership positions have influence and effects on their work performance. The effects can both be positive and negative. According to this research, the effects range from motivation, encouragement, performance booster and even loss of position. You would need to rather learn from the situation on the ground and the issue at hand to gather more experiences than to let the challenge itself or its consequences bring

you down. It was realized that more experiences are gathered when women faculty go through challenges that relate to their work schedule. This only happens when they are able to have a win over the challenges they encountered. When such a challenge re-occurs, the experiences already gathered are used to battle the new challenge. Some of them even get to the point of losing their positions if care is not taken. Others also get marital and domestic problems as a result of the positions they are occupying at the work place if they are not able to have a perfect blend office-home responsibility.

5. Furthermore, the study revealed some of the appropriate measures that could be adopted to curb the occurrence of the challenges and how more women could be encouraged to take up academic leadership positions in the University of Cape Coast. Some of the measures identified were Networking, Professional development, Provision of support system and Mentoring. Women faculty need to introduce the young and upcoming women who are potentials and have the required qualifications to the appropriate authorities and recommendations politely made so that such women can also be considered whenever there is an opportunity. In so doing, other women who are even due and are sitting on the fence are motivated and encouraged to willingly accept academic leadership positions.

## **Conclusion**

From the findings, a number of conclusions can be drawn.

First, the roles played by women in academic leadership positions in the University of Cape Coast are numerous and variant, the roles are guided by

principles and regulations. The roles as they are not played in isolation. The vision and the mission of the Institution as well as the core values are always the overall guiding principle that serve as a guideline in the administration of their roles.

Secondly, the study concluded that women in academic leaderships in the University of Cape Coast do record a number of experiences from the various roles that they play. There are certain experiences that can only be gathered through the day-to-day performance of duties at the workplace. The study revealed that these experiences are gathered as a result of the consistent and continuous performance of assigned duties and the experiences share from other colleagues who have held similar schedules. It was discovered that the experiences they gather have made them expertise in their field of work.

Furthermore, the study unraveled the various challenges that are encountered by women in academic leadership positions in the University of Cape Coast. The challenges that were identified cut across the home, the office and their personal self. Although the challenges that were identified were numerous, they were found not to be too outrageous without plausible solutions. All the challenges were within resolution. Irrespective of the challenges, these same women are able to deliver up to expectation and even beyond.

### **Recommendations**

Based on the results, the following recommendations are made:

1. Women in academic leadership positions in the University of Cape Coast must be given accommodation within the University Campus when they request for it or not quite too far from the campus to aid

their movement to and from their places of residence and the campus. Women in faculty would have to drive for almost an hour and plus or more before they get to the campus for official duties and back home from the office.

2. It is further recommended that women in academic leadership positions must be provided with adequate logistics, example official vehicles to ease the pressure and the workload on them, if possible, official drivers. If logistics are provided adequately and timely, there would not be undue dalliance in the performance of duties assigned them. The Institution must pay particular attention to provision of adequate logistics to staff especially the women. Allowances must as well be duly given to the women in academic leadership to serve as a motivating factor to encourage themselves and other women to be eager to take up leadership positions.
3. Also, it is recommended that in-service training and refresher courses apart from the initial induction programme, should be provided for women in academic leadership positions in the university of Cape Coast. The refresher courses and the in-service training will from time to time remind them of their duties and also to bring new ideas to them in the administer of their duties. It will consistently remind them of their roles and other functions they are to play as women in academic leadership position. They also get the opportunity to also learn new and innovative ideas to be implemented in their institutions as well
4. More so, women in academic leadership positions should not be looked down upon by their male counterparts. They should not see

them as people who are not fit for the job. They rather have to pull them along and see them as equally good as they are, urge them on and always be there for them.

5. Lastly, it is recommended that qualified women be appointed to academic leadership positions. This would serve as a source of motivations for young women pursuing careers in academia.

### **Suggestions for Further Studies**

1. The research narrowed on the challenges encountered by women in academic leadership positions in the University of Cape Coast. The study can be replicated in other Universities across the country.
2. The research did not involve the all women in the University but rather only women in academic leadership positions. Therefore, it is suggested that all other women in the University who are also in management positions should be involved in knowing their views generally as lecturers, registrars and all other women in the University.
3. The study focused on only women in academic leadership positions in the University. There can be a comparative study between men and women in academic leadership positions to identify which group of does record a higher number of challenges when they assume academic leadership positions in the University.



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- In case anything you say is quoted in the research report, your name or organization will not be identified- you will remain completely anonymous.
- The interview will be recorded and transcribed. However, all of the information you provide will be kept in a secured place and only members of our research team will have access to them.
- The researcher has a consent form that states everything that has been explained and it will ensure your confidentiality.
- Although the researcher requires you to sign your signature, this form will be kept in a secured place and not to be used to identify you.
- Please do let me know if you have any questions and concerns regarding this interview or your right as a research respondent.

## **DRAFT INTERVIEW GUIDE**

### **Biographical Data**

1. Please may I know your age range?
2. Please what is your marital status?
3. Do you have any child or children? If yes, please how many?
4. Do you have any house help? Example Cook, gardener, laundry girl, driver etc.?
5. Do you stay far away from the campus of U.C.C or at the campus?
6. What is your position in this department?
7. What major roles do you play in the position you hold and in the community?
8. Does the role conflict with your family obligations?

9. What experiences have you recorded since you held this position?
10. Have the positive and negative experiences been beneficial or challenging to your roles?
11. What challenges have you encountered in the performance of your roles at the workplace?
12. Are there any challenges you face as a married woman or as a mother that conflict with your work as a Vice Dean or Head of Department?
13. Please, can you mention some of the effects the challenges have brought on your schedule as a Vice Dean or Head of Department?
14. Have the challenges affected you as a married woman or as a mother in the running of your home?
15. In your view, what appropriate measures can be adopted to overcome the challenges mentioned earlier?

## APPENDIX: ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST  
INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309

E-MAIL: [irb@ucc.edu.gh](mailto:irb@ucc.edu.gh)

OUR REF: IRB/C3/Vol.1/0023

YOUR REF:

OMB NO: 0990-0279

IORG #: IORG0011497

8<sup>TH</sup> FEBRUARY 2023

Ms Charraque Binney  
Institute of Educational Planning and Administration  
University of Cape Coast

Dear Ms Binney,

**ETHICAL CLEARANCE – ID (UCCIRB/CES/2022/96)**

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research on the **Challenges Encountered by Women in Academic Leadership Positions in the University of Cape Coast**. This approval is valid from 8<sup>th</sup> February 2023 to 7<sup>th</sup> February 2024. You may apply for a renewal subject to the submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit a periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Kofi F. Amuquandoh

**Ag. UCCIRB Administrator**ADMINISTRATOR  
INSTITUTIONAL REVIEW BOARD  
UNIVERSITY OF CAPE COAST