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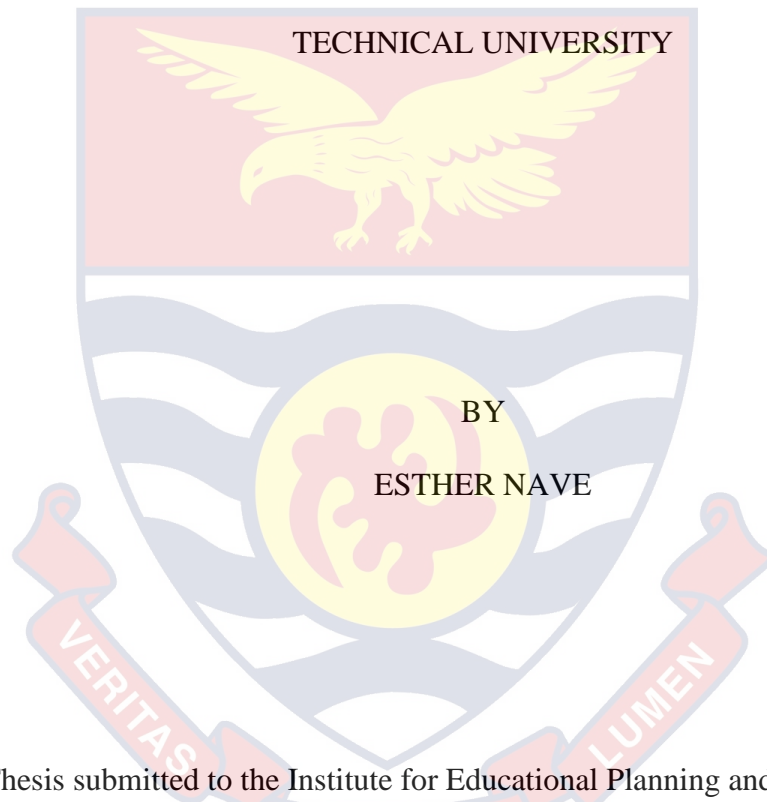
A STUDY OF THE FEMALE LEADERSHIP PARADIGM IN TAKORADI



2021

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This thesis submitted to the Institute for Educational Planning and Administration, School of Educational Development and Outreach, College of Education Studies, University of Cape Coast, in partial fulfillment of the requirements for the award of Master of Philosophy Degree in Administration in Higher Education.

JANUARY 2021

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 in this university or elsewhere.

Candidate's Signature Date

Name: Esther Nave

Supervisors' Declaration

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

Principal Supervisor's Signature Date

Name: Prof. Ephraim Oluchukwu

Co-supervisor's Signature Date.....

Name: Dr. Janet A. Koomson

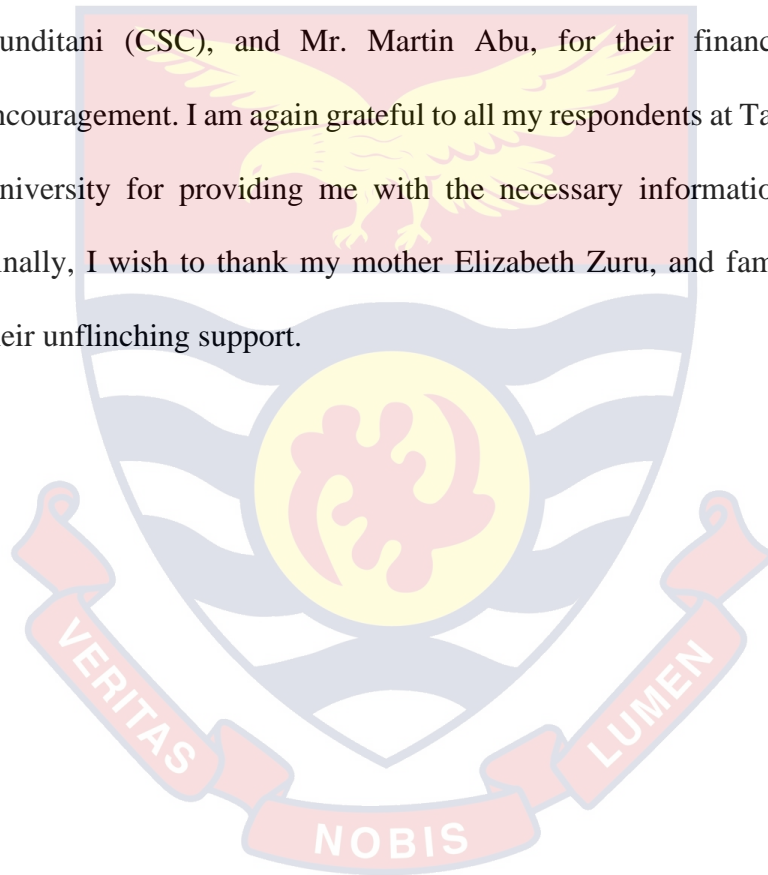
ABSTRACT

The purpose of the study is to examine the reasons for the underrepresentation of females in leadership positions in Takoradi Technical University. This thesis is based on the fact that there are less female leaders than male leaders both globally and in Ghana. The phenomenological qualitative research design was adopted for the study. The population for the study comprised all three females occupying leadership position in the Academic departments and all four females in the Administrative sections. In all, seven (7) females occupying leadership positions in TTU were interviewed. The seven interviewees were interviewed individually. The interviews were transcribed and analysed. The intelligent verbatim transcription method was used to analyse the data. The study revealed that there are more male leaders than their female counterparts. The study found out that though some females were part of the leadership team, it was seen that majority of the leadership positions were being occupied by males. The participants were of the view that a leaders' gender does not matter but were quick to add that females do not show the same aggressiveness and drive as males. Stereotyping and how to combine work and family balance, low level of education, the perception that women are their own enemies, and fear were found to be some of the major reasons for the underrepresentation of females in leadership positions. The study made a number of recommendations which when implemented will increase the number of females in leadership positions in tertiary institutions in Ghana.

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DEDICATION

To my mother Elizabeth Zuru



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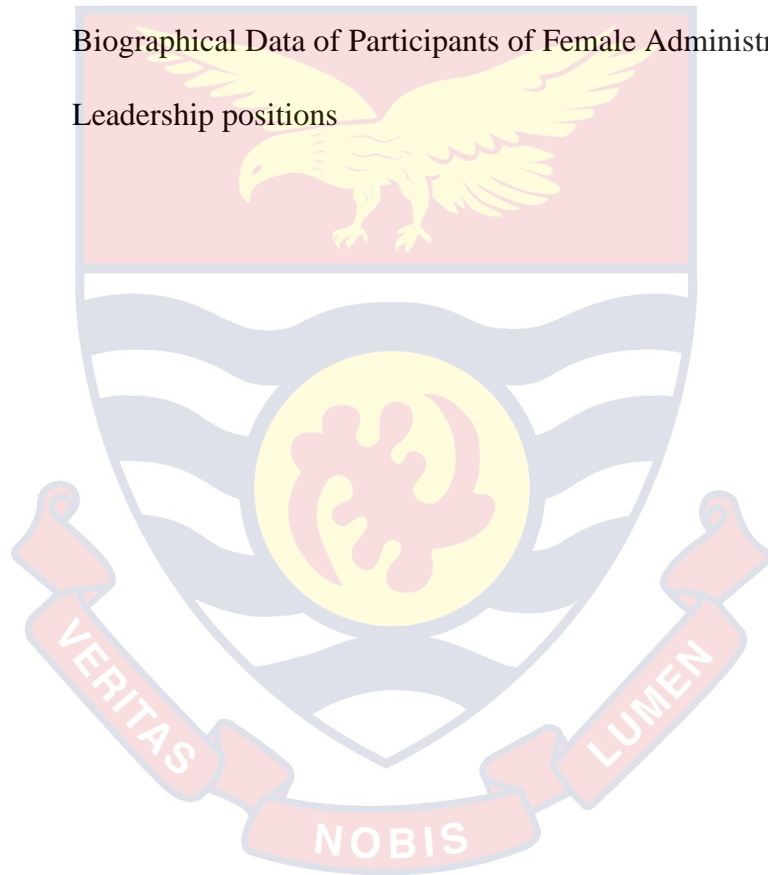
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CHAPTER ONE

INTRODUCTION

Females are highly underrepresented in Takoradi Technical University looking at the number of females occupying leadership positions. There are 38 leadership positions in both the Administration and the Academic Departments. The Academic Department at the Takoradi Technical University has 23 departments while the Administration section has 15 departments, therefore totaling 38 departments. Out of the 38 leaders or heads in the various departments in TTU only seven are females occupying leadership positions. Three females occupy leadership positions at the Academic section while four females occupy leadership positions at the Administrative section.

Females are also expected to excel in their various fields of endeavours in this 21st century therefore they need to be given the opportunities and positions to serve in various capacities at the national/regional and district levels so that they can explore and come out as leaders when the need arises. All the barriers that hinder females in taking up leadership positions should be identified and dealt with so as to minimize if not eradicate entirely.

Background to the Study

The issue of females being underrepresented in leadership positions is a global issue and a matter of concern. Social psychologists have shown an enduring interest in topics both directly and indirectly related to leadership making the field of social psychology indispensable to an empirically based understanding of leadership (Hoyt, Goethals, & Forsyth, 2008). Investigations into gender in leadership, however, were largely ignored in social psychology until the 1970s (Chemers, 1997). Around that same time, the topic of gender in leadership

began to interest writers in the popular press who have come full circle from arguing women's inherent ineptitude in leadership to more contemporary views of female superiority (Hennig & Jardin, 1977).

According to Paxton, Kunovich, and Hughes (2007), "women's underrepresentation in politics has been recognized since the middle of the last century, a concern that has since attracted worldwide attention. This is partly because of the diverse visible or invisible roles women play in political processes and the benefits that accrue to all when women attain higher measures of socio-economic well-being. Countries such as Argentina, Sweden and Rwanda have made significant progress in women's representation and participation in politics". Musah and Gariba (2013) also mention the fact that men and women have immensely contributed to the success of governance in Ghana. Yet, given that women constitute a greater proportion of the population in Ghana, they are underrepresented politically.

According to Allah-Mensah, (2003), men have dominated in terms of leadership over the years. This is because the patriarchal nature of the Ghanaian society favours men over women. Even though females represent about 51% of Ghana's population, female's representation and participation in politics have not seen any significant change since independence. Indeed the Global Gender Gap Report (2017) ranked Ghana 112 out of 144 countries for gender index on political empowerment (Inter-Parliamentary Union, IPU & UNDP, 2017).

Twenty - five years after the restoration of multi-party democracy in 1992, the country still records significant under representation of females in local and national politics and also in high-level of decision-making processes, despite Ghana's involvement in major conventions (Platform for Action,

CEDAW, etc.) towards ending discrimination against women. The trajectory of the representation of women in Ghana’s parliament (Table 1.1) has revealed that few of them have been voted as parliamentarians, hence the need for measures to be taken to consciously increase the number and participation of females in politics.

Table 1: Trends of Parliamentary contestants and those elected from 1960 to 2016 in Ghana

YEAR	CONTESTANTS					ELECTED				
	Female	%	Male	%	Total	Female	%	Male	%	Total
2016	137	11	1,121	89	1,258	35	12	240	88	275
2012	133	9	1,332	91	1,465	29	10	246	9-	275
2008	103	10.7	856	89.3	959	20	8.7	210	91.3	230
2004	104	10.9	849	89.1	953	25	10.9	205	89.1	230
2000	102	9.3	986	90.7	1088	18	9	182	91	200
1996	59	7.6	721	92.4	780	19	9	181	91	200
1992	23	2.9	418	94.8	441	10	5	190	95	200
1979	23	2.9	781	97.1	804	6	4.3	134	95.7	140
1969	7	1.5	472	98.5	479	1	0.7	139	99.3	140
1965	Figure not known		N/A		N/A	19	18.3	85	81	104
1960	52		N/A		N/A	10	10	94	90	104

Source: Tsikata, (2009); Parliament of Ghana, (2017).

Table 1, depicts that, the number of females who contested for the parliamentary position moved from 103 in 2008 to 133 in 2012, then the number increased to 137 in 2016. This shows a significant effort on the part of females. On the contrary, on the part of the males, the number of contestants moved from 856 in 2008 to 1,332 in 2012 but reduced to 1,121 in 2016. This shows a decrease in the number of males who contested the parliamentary position in 2016. Despite the effort that females are making they are still underrepresented. The low representation of females in leadership positions has seeped into all sectors in the country including higher education.

According to Williams (UNESCO 1998), University education has always favoured men. The number of females who hold academic and administrative positions in universities are fewer than their male counterparts. This has therefore resulted in the small number of females who eventually occupy policy-making positions in the universities. The trend has recently become of great concern to many females who are agitating that females should be given the opportunity to contribute meaningfully to development and to be part of policy-making bodies.

Dei (2006) observed, universities are traditionally viewed as centers of free thought, change and human development. But literature on leadership in higher education generally reveals that women are less likely than men to participate in upper levels of administration. Gumbi (2006) asserts that leadership in higher education is still a man's world and universities are male dominated institutions. In South Africa, the government and its leadership have been committed to gender equality and the empowerment of females, but institutions of higher education have not been quick to emulate the government's example. It is quite evident that men dominate the governance and management levels of higher education institutions. Consequently, men have the decision-making power and authority regarding strategic direction, and allocation of resources (Wagadu, 2006).

At the international level the United Nations UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW 1995) is recognized as a milestones behind the advancement of a bill of the right for women globally. The Beijing Conference was held and the blue print document for promoting gender equality entitled "The Platform for Action" was produced,

in 1995. An increasing number of laws have also been passed in support of women's equality. In 2015, 193 countries of the UN adopted the 17 Sustainable Development Goals, a development framework to advance global growth and transformation in specific sectors of the society. The Sustainable Development Goals among other things seek to the promotion of gender equality and women empowerment (Goal V).

In the Ghanaian context, females were virtually excluded from the various administrative, managerial and political functions and were only smoothly admitted on very specific and limited terms. (Government of Ghana 2016). Empowering women both in the formal and informal sector and promoting equality between men and women in the area of equal opportunities, non-discrimination, respect and dignity has been a priority of governments and state managers. The argument mostly spearheaded by human rights advocates have constituted news headlines and debate among the rank and file. In consolidating this ideology, efforts have therefore been put in place. The government of Ghana has formulated plans to enhance women's participation in decision-making, and promote affirmative-action to reduce gender disparities in decision-making, towards women's development.

Additionally, strategic actions have been outlined at the regional, sub regional and national levels with government as the principal actor to bear responsibility for the empowerment of females. There are specific policies to resolve problems facing women seeking to gain entry into public service, apart from the 1992 Constitution that guarantee women's equality with their male counterparts. The underlying principle is that of equality of men and women before the law, which implies equality of reward for work of the same kind

performed by both men and women alike. Similarly enshrined in the constitution, is the right to work without discrimination on ground of gender. Legally, women have a right to equal place with men in decision-making bodies such as in boardroom, parliament and executive councils. However, in practice, the position is not that simple - there is a wide gap between theory and practice.

In furtherance of these objectives, succeeding governments of Ghana adopted and incorporated the relevant provisions of the international laws, treaties or conventions and regional frameworks into national legislations and policies, to empower women and close the gap between men and women. Under the Directive Principles of State Policy in the Constitution, the state is obliged to take measures to achieve reasonable regional and gender balance in recruitment and appointment to public offices. Article 17(4) also provides that nothing shall prevent Parliament from enacting laws that are necessary to provide for programmes aimed at redressing social, economic or educational imbalance in society. The policy enjoins the state to ensure reasonable gender and balance in appointments to public office.

Ghana also developed a 15-year National Platform for Action for the implementation of the Beijing platform, and power sharing and decision-making was chosen as one of the critical areas of concern. The government has formulated national initiatives with specified gender considerations to address the low representation of females in Parliament, though no specific initiatives have been undertaken. In December 1998, Cabinet issued a policy statement on affirmative action, pledging 40 per cent representation of females in all decision-making bodies. It requested the Electoral Commission to encourage all political parties to nominate more female parliamentary candidates so that they

constitute 40 per cent of nominated candidates for Parliament. Another directive was issued to the Local Government to ensure that females constituted 30 per cent of government appointees to District Assemblies.

A National Gender and Children Policy of 2004 was formulated with an overall goal of mainstreaming gender concerns in the national development process, to improve among other things, the participation of females in decision making bodies in Ghana. The specific objective was to redress imbalances, which arise from existing gender inequalities through policy formulation, review, legal reforms and enforcement of existing legislation. The implementation of the legislative and policy initiatives over the past three decades have yielded appreciable achievements in the empowerment of females in the public service of Ghana.

In relation to this, appointments of females to head important governance and other public service institutions have been made, including the Chief of Staff, Presidential Staffer, CEO of Food and Drugs Authority, Attorney General, Ministers and Parliamentarians. These laudable achievements, notwithstanding, females are still underrepresented. In spite of the many advocacies done to empower females to take up leadership positions, there still exist gender gap or gender disparities. Currently, females make up 19.25% of ministerial appointments, the highest figure in the history of Ghana, yet, this remains insignificant considering the number of seats available. Unfortunately, majority of the appointed ambassadors are males (Parliament of Ghana, 2017).

The UN's Women Agenda 2030 sets benchmarks to measure the level of progress in bridging the gender gap in women's representation in public offices in the country. These include having a female President or Vice

President, holding 60 per cent of ministerial positions, 50 per cent of Vice Chancellor and Professorial positions in the universities, and 60 per cent of Chief Executive Positions in state organizations (Ghana Government, 2016). The 1993 Women in Higher Education Management study, conducted by UNESCO and the Commonwealth Secretariat, revealed that critical barriers to women participating in the decision-making arena are lack of access to higher education, the stress of dual family and professional roles, family attitudes, and cultural stereotyping.

Katjavivi (1998) stresses: “Social, cultural and economic factors are the main barriers preventing women from enrolling for higher education. Social structures, especially in developing countries, pressure women to start a family ahead of professional considerations. The society expects women to bear the burden of caring for the young, elderly and the sick or disabled. The overall welfare of the family falls on women who are expected to supplement their families’ income” (p.24). Females in leadership confront barriers or obstacles that men do not realize exist. Some myths suggest females cannot discipline older students, particularly males; females are too emotional; too weak physically; and males resent working with females (Whitaker & Lane, 1990).

After the myths are dispelled, the “glass ceiling barrier” that limits females from achieving high ranking position must be overcome (Cullen & Luna, 1993). The lack of formal and informal social networks, or not being a member of the “clubs” as men, results in the lack of recognition that often leads to advancement. Administration involves hard work, long hours, and lots of in-house politics which is stress provoking when child care and home responsibilities are added.

There also exists a lack of role models and mentors due to the fact that there is not a large amount of women in administrative positions (Cullen & Luna, 1993; Eakle, 1995; Hensel, 1991; Ryder, 1994; Tallerico & Burstyn, 1996; Whitaker & Lane, 1990; Williams, 1990). Rathgeber (2003) contends that the status of women in African universities is a reflection of their situation in society. Gender gaps are widespread in access to and control of resources, in economic opportunities, in power and political voice (World Bank, 2001). Bacchi, Allen, Unwin and Sydney (1990) in their research, came up with the following strategies that will help empower women to take up leadership positions:

Broaden Access to Education

First there is a need to ensure full and equal access to schooling. Although arguably outside the bounds of this study, there is no dispute amongst the writers that higher levels of general education and universal literacy must be the sine qua non of educational policy in all countries. However policy alone, even backed by legislation, does not guarantee compulsory schooling.

The major impetus must come from within each country through programs which empower women to work within their own communities to change social attitudes and by providing through distance education the means for general education at the community level.

Review Appointment and Promotion Procedures

Sound personnel management policies are needed to increase the number of women employed as academics or administrators in higher education institutions.

Provide Legislative and Infrastructure Support

The provision of legislative and infrastructure support is a tangible expression of organisational recognition and undoubtedly can make a great difference to the capacity of women to manage multiple roles. There is the need for reasonable provisions for maternity leave, child care facilities and mobility allowances. Special bodies to deal with women's issues have also been effective in changing deep-seated cultural bias against women.

Change the Rules, then the Attitudes

Experience has shown that if we wait to change attitudes we may never get to change the rules. If however we can only manage to change the rules, attitudes slowly swing into line.

Provide Special Programs for Women

The need for women to form networks to support each other and to identify role-models and mentors. There is also the need for women to be given leadership training to build their capacity.

Institutional and Government Support

Any country serious about fully utilising all its human resource potential cannot leave the task to the very small number of women who are in leadership positions. This is rather like trying to effect major changes in social policy, such as anti-racism, through programs for school children. Special programs for women are necessary but they should be backed at government and institutional level by anti-discrimination legislation and regulation. Some aid agencies make aid funding for institutional development contingent upon such commitment. Special bodies to deal with women's issues have also been effective in changing deep-seated cultural bias against women.

From the discussion, it can be deduced that despite the numerous strategies to help close the disparities among females in leadership positions, it has not yielded much result. The present study therefore, seeks to investigate why females are underrepresented in leadership positions in Takoradi Technical University. Ghana has eight (8) Technical Universities. Unfortunately, statistics from these universities show that females are in the minority with regard to both the academic and administrative leadership. Statistics from the eight Technical Universities in Ghana indicates that less than 10% of women are represented in its leadership positions like Rector, Vice-Rector, Registrars and Heads of Departments.

Table 2: Statistics of Academic Leadership Ranks in Ghana’s Technical Universities

Technical University	Gender	Chancellor	Vice Chancellor	Registrar	HoD	Lecturer
Accra	Male	1	1	1	12	98
	Female	0	0	0	1	11
	Total	1	1	1	13	109
Cape Coast	Male	1	1	1	13	79
	Female	0	0	0	0	10
	Total	1	1	1	13	89
Ho	Male	1	1	1	19	108
	Female	0	0	0	1	15
	Total	1	1	1	20	123
Kumasi	Male	1	1	1	24	143
	Female	0	0	0	3	13
	Total	1	1	1	27	156
Koforidua	Male	1	0	1	15	94
	Female	0	1	0	0	13
	Total	1	1	1	15	107
Sunyani	Male	1	1	1	10	81
	Female	0	0	0	2	9
	Total	1	1	1	12	90
Tamale	Male	1	1	1	12	71
	Female	0	0	0	0	11
	Total	1	1	1	12	82
Takoradi	Male	1	1	0	17	111
	Female	0	0	1	2	14
	Total	1	1	1	19	125

Source: Statistics from the Technical Universities (2017).

Statistics from the various technical universities show that men dominated when it comes to academic leadership. The statistics also indicates that although extensive work and study on women leadership have been done, the participation of women in leadership positions is still minimal and the question is why? As stated in Amponsah (2015), according to Equal Opportunity for Women in the Workplace Agency (EOWA, 2006) women enter the work force in similar number to men, so at the lower entry levels in organisations, there is a strong gender balance. Even though women may enter the work force with the same qualifications as men and in the same number as men, it is important to know women seem to get lost along the career path. This may be due to a number of problems.

The Academic Departments at the Takoradi Technical University has 23 departments. Out of the 23 departments in the university, only three females are Heads of Department whiles 20 are males. This shows a wide gap of disparity in leadership. The major offices of the General Administration of Takoradi Technical University depicts that out of 15 major offices in the University, only four females head four offices and 11 males head the other offices. This also shows a wide gap of underrepresentation of females in the Administration of Takoradi Technical University. The Takoradi Technical University since its establishment in 1954 has never had a female for a Rector.

Statement of the Problem

The motivation to research into why females are underrepresented in both Academic and Administrative leadership positions in Takoradi Technical University was when I started my six weeks internship in the institution. The realization dawned on me during the first week of internship that of all the 23

academic departments in the University, they had only three females as heads of department and four female heads out of the 15 departments in the Administration section. Therefore the study was to probe into why upon the numerous advocacies done by government, non-governmental organisations, women advocate groups, and strategies to close the gender gap, females are still under represented in the various leadership positions at Takoradi Technical University.

So far, there has not been any research work on issues relating to the underrepresentation of females in leadership positions, both in academic and administrative positions in Takoradi Technical University since 2016 to date. This research is therefore needed to investigate the female gender and leadership stereotype and to find out why females are underrepresented at both the academic and administrative leadership positions in Takoradi Technical University.

Purpose of the Study

The study seeks to investigate the reasons for the underrepresentation of females, factors that militate against females from taking up leadership positions, female leadership styles and strategies to use to empower females to take up leadership positions in Takoradi Technical University.

Research Questions

The following research questions had been considered for the study:

1. What are the reasons for the underrepresentation of females in leadership position at both the Administrative and Academic Departments in Takoradi Technical University?

2. What factors militate against females from taking up leadership positions?
3. What leadership styles do females in leadership positions in Takoradi Technical University exhibit?
4. What are the effective strategies that can be used to help empower females to take up leadership positions?

Significance of the Study

The study will enable Takoradi Technical University to implement policies, programmes and strategies that will promote gender issues that will motivate females to go up in their academic laurels and achieve higher occupational echelons as well as provide guidance for females in academic leadership positions and to those who aspire to academic leadership. The study will contribute more in-depth and specific information for policy formulation. Thus it will enable the Ministry of Gender, Children and Social Protection and the National Council for Tertiary Education to design effective and efficient reforms for integrating the gender equity dimension in the formulation of policy.

The study will also enable the Ministry of Gender, Children and Social Protection to identify why females are still underrepresented in most leadership position in both Administrative positions as well as Academic leadership positions, and help intensify effective strategies that will help empower females to take up leadership positions in all facets of life. Nonetheless, the study will be beneficial to some female advocacy groups such as the Forum for African Women Educationalists (FAWE) in designing policies for their operations. Also, the study will add up to the existing literature of females in Administration and Academic positions.

Delimitation of the Study

The study has been delimited in scope and geographically. In terms of the scope the study will cover why there is still wide disparity of females in the Administration and Academic leadership positions, the factors that militate against females from taking up leadership positions, leadership styles of females in leadership positions and the effective strategies or techniques to use to empower females to take up leadership positions. In geographical terms, the study is delimited to Takoradi Technical University. The research should have covered all the private and public tertiary institutions in Ghana to make the study more comprehensive since the issue of female leadership is not only peculiar to Takoradi Technical University but a national and global issue.

Definition of Terms

For the purpose of this study, the following words and phrase shall carry these meanings:

1. **Administration:** The process of working with people to achieve set objectives.
2. **Academic Women:** Women who head academic departments and female lecturers as opposed to administrative departments or non-academic departments and non-female lecturers.
3. **Administrators:** This refers to those in administrative positions as opposed to academic departments and are responsible for the implementation of policies in the University.
4. **Leadership:** This refers to an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purpose.

- 5. Paradigm:** This refers to a way of thinking which can occasionally lead to misleading, a prejudice which has presumably been verified by affirmative results.

Organisation of the Study

This study will be organized into five chapters: Introduction, Literature Review, Research methods, Discussion of Results, Conclusions and Recommendations.

Chapter 1 gives a background to the study. It will focus on the problem statement, research questions, significance of the study and, delimitations and limitations of the study.

Chapter 2 gives an overview of previous research and literature concerning female leadership in both administrative and academic leadership positions in higher education in the developed and developing countries, particularly Africa. The chapter will focus on other topics relevant to the study, such as background of women in Ghana, women and higher education in Ghana, and the theoretical framework for the study.

The method used in conducting the research is presented in chapter three. The chapter gives a detailed description of the research design, selection of participants, sources of data, data collection procedure, and data analysis employed in the study.

The results of the study will be discussed in chapter 4, and chapter 5 will give a summary, conclusions, and suggestions for addressing the issues identified.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews literature about the issue of females being underrepresented in leadership positions. In this modern era when females would also want to aspire to higher positions like men a lot of barriers are hindering this progress of females. Leadership positions should not be the prerogative of men only. From empirical study females are underrepresented in Takoradi Technical University. The administrative section of TTU has only four females occupying leadership positions and only three females occupying leadership positions in the academic section.

Amoah-Mensah, (2007) gives a history of the emergence of polytechnics in Ghana. Polytechnics (now Technical Universities) in Ghana started as trade schools in the pre-colonial and colonial era. This was driven by the need for trained field men and industrial craftsmen to support the exploration of the nation's resource such as timber, gold, etc. as well as for surveying, mapping and the development of physical infrastructure such as harbors, railway and road networks throughout the country. With the introduction of the first Government of Ghana Accelerated Development Plan for Education in 1951, these trade schools were upgraded to technical institutes with improved curriculum under the Ministry of Education. A good number of skilled manpower was required for the realization of the country's Industrial Development Policy as part of the country's Development Plan in the 1960s. As a result, three technical schools were established in Kumasi, Takoradi and Accra. Based upon the study and recommendation of British Engineer and

Technical Educationist, Sir Ronald Russel, the three technical institutes were upgraded to polytechnics status in 1963/64. It became necessary for more technical management staff to be trained, so the City and Guilds of London programmes were introduced into the polytechnics under the Ghana Education Service.

In time, the programs run by these Technical Universities and technical and vocational institutes became saddled with various challenges ranging from political interferences through resource constraints to institutional weaknesses. For example, the change of Government in 1966, caused the growing pace in the development of the Technical and Vocational Education Training (TVET) subsector to stall (Budu-Smith, 2005). In terms of resources, the level of government support for technical and vocational education from the craftsman in technical and vocational schools to the technician level have, been rather modest, in view of the kinds of facilities and resources needed for effective education.

According to the Ministry of Education (2002) programmes provided were specific rather than comprehensive – being limited to specific trades and industries such as Carpentry and Joinery, Block laying and Concreting, Cookery for the Catering Industry, and production agriculture. Consequently, students from these programmes became highly deficient in a world of growing knowledge in areas such as mathematics, science, and English language.

According to Anamuah-Mensah, (2002), Technical and Vocational Education and Training (TVET) lost most of its worth. The public has the perception that TVET including Polytechnic (now Technical University) education is one of second-rate being almost the fate of academically weaker

students. In 1987, the Government of Ghana embarked on massive reforms to re-orient and improve the quality and relevance of the school curricula, by moving it from a purely academic focus towards one that combines skills acquisition and attitudes formation (Anamuah-Mensah, 2002).

According to (Effah, 2005), as part of these reforms, in 1991, the Ghana Government Tertiary Education Reforms was started. The main goal of the reform was to expand access, improve quality of teaching and learning and provide the much-needed infrastructural base for accelerated technical manpower delivery for sustainable economic development. Following the findings of the reforms committee, the Government White Paper on the Reforms to Tertiary Education System (W.P. No. 3/91) gave prominence to Polytechnic education, and in 1993 the existing Polytechnics were upgraded to tertiary status with the promulgation of the Polytechnic Law, 1992 (PNDCL 321). With this elevated status, Polytechnics were removed from under the management of GES and placed under the National Council for Tertiary Education.

As tertiary institutions under PNDCL 321, Polytechnics were given the mandate to provide tertiary education, through full time courses in the fields of manufacturing, commerce, science, technology, applied social science, applied arts, etc. In addition, they were to encourage the study of technical subjects at tertiary level. (Polytechnics Law, 1992 PNDCL, 321, Section 2). Accordingly, they were to award such certificates and diplomas as may be agreed upon by their Councils in collaboration with the National Accreditation Board and National Technical and Professional Examinations Board. The Academic Board as part of its function had the responsibility for determining the criteria for admission of students, developing the content of curricula, the review of courses

as well as determining the procedure for assessing and examining students (Polytechnic Law, 1992 PNDCL 321).

In 2007, the Polytechnics Act (Act 745) was passed. Significance of the Act is that Polytechnic institutions are now not only tertiary institutions in status capable of awarding degrees, but also have unequivocal academic autonomy in which they have the powers to develop and implement their own curricula, just as Universities. The Polytechnic Law (PNDCL 321 of 1992) has since 2007 been replaced by the Polytechnics Law (Act 745). This gave a clear mandate to the Polytechnics. Polytechnics now (Technical Universities) aim at providing tertiary education in the fields of manufacturing, commerce, science, technology, applied social sciences and applied arts, etc. Also, they aim at providing opportunities for skills development, applied research and publication of research findings. Currently, on the 1st of September, 2016 eight (8) Polytechnics in Ghana were upgraded to Technical Universities and were given the mandate to run their own degree programmes in addition to the Certificate and Higher National Diploma Programmes they are already running.

From the history, it could be deduced that from the pre-colonial to the colonial era till present, Polytechnics (Technical Universities) are perceived as male institutions and as such males are required to teach those technical courses. Males are also required to work as administrators since they are well versed in the technical programmes. These perceptions throw more light on the reasons why currently TTU has few females as academics and administrators. This study is therefore necessary because it will encourage females to go to school despite the stereotype and the many challenges they face and work harder so

that they can also aspire higher in leadership positions. The study will also help fill gaps in existing knowledge.

The literature review for this study is divided into two parts. The first part deals with the theoretical frame work that informs the study. The second part looks at the empirical review which deals with issues that are related to females' status. Such issues that are related to females' status are reasons for the underrepresentation of females in leadership positions, factors that militate against females from taking up leadership positions, female leadership styles, and strategies that will help empower females to take up leadership positions.

Theoretical framework

Henning, Van Rensburg and Smith (2004) stated that a theoretical framework provides an orientation to the study at hand in the sense that it reflects the stance the researcher adopts in his or her research. Thus, a theoretical framework is a structure that guides the research by using established explanation of certain phenomenon and relationship. In determining which theoretical frameworks would guide this study, I looked to the literature review and the Feminist theories were deemed appropriate. The reason being that feminist theories set agenda for action, they aim at justice and equality for women everywhere as well as men and children to whom they are inextricably linked.

Feminist theories have influenced topics and methods of extant research and feminist researchers have emphasized the need to establish credible research that is praxis-oriented and advocacy-based (Lather, 1992). For instance, researchers have begun to focus on the experiences of diverse women in senior-level leadership in higher education (Gonzalez Sullivan, 2009; Kamassah, 2010, Montas-Hunter, 2012). More studies are using interviews to

collect data, reflecting the tenets of qualitative methodology and feminist theories that emphasize the voices of the participants and the reflections of the researcher captured in rich description and theoretically based interpretation of the issue under investigation (Creswell, 2007).

Feminist Theories and Constructivist Paradigms

Feminist theories and constructivist paradigms converge in their shared focus on the factors that shape an individual's representation of reality. For example, constructivist qualitative philosophy emphasizes (a) the relationship between the researcher and what is studied, (b) the situational constraints that shape inquiry, and (c) the socially constructed nature of reality (Denzin & Lincoln, 2005, p. 10). Large-scale and longitudinal studies of women's development conducted in the 1970s and 1980s were influenced by feminist theorists, including Patty Lather and Bell Hooks, and sought a deeper understanding of women's experiences (Belenky et al., 1986; Gilligan, 1982; Jossleson, 1996). These researchers interacted with participants in a manner very different from the objective distance and detachment of a survey and did so purposefully to put feminist theory to practice and to contribute to the extant research about development, about women, and about qualitative research.

Contemporary research has also examined women's professional experiences in higher education institutions and organizations (Heilman, 2001; Maranto & Griffin, 2011; Shapiro et al., 2008). Whereas Gilligan (1982) and Josselson (1996) focused on the women's identity development, other researchers have focused on (a) gender bias and organizations and the influence of stereotypes on women's career (Heilman, 2001); (b) gender inequity and procedural fairness in higher education faculty (Maranto & Griffin, 2011); and

(c) gender schemes, organizational structures, and career development (Shapiro et al., 2008). These studies not only emphasize the socially constructed nature of reality, by recognizing that women and men experience gender bias differently, they also illustrate how intersecting aspects of individuals' identities, including gender, history, class, race, and ethnicity, shape how reality is represented. Moreover, feminist theory incorporates power and privilege into dialogue on inquiry and provides a framework for engaging an emancipation discourse and for investigating distributions of power that marginalize some and reinforce the privilege of others (Hooks, 2010; Lather, 1992).

Leadership

Leadership is a broad concept that covers many areas. Leadership means different things to different people. A definition usually depends on the perspectives, personalities, philosophies, values and professions of those who define it. In my perspective I will simply define Leadership as the act of influencing others or people towards achieving a common goal. Therefore a Leader to me is an individual (regardless of the gender) who possesses the ability to influence others.

Leadership is defined as an interpersonal influence directed toward the achievement of a goal or goals. Cheryl de la Rey (2005; cited by Kiamba, 2008). Grove and Montgomery (2000) defined leaders as people “who provide vision and meaning for an institution and embody the ideals toward which the organization strives” (p. 1). From that perspective, leaders are alike and genderless. However, there is still skepticism when women lead, and in many situations, gender, more than age, experience or competence determines the role (position) one is assigned. For example, in male dominated societies, women

are perceived as possessing less leadership ability than men. When both men and women are surveyed today, the successful managerial stereotype remains masculine (self-confident, dominating, competitive, decisive, aggressive and independent). Surprisingly, no man or woman describes the successful leader using traditionally feminine traits and styles such as consultative, conciliatory, partnership-oriented and collaborative; even though many researchers, including Stephen Covey (1993), principle centered leadership guru, agree that feminine traits are the dominant trend of the future. Stephen Covey also added that leadership is “more of a right-brained intuitive, visionary approach toward building relationships with people”, inferring that women have the edge in today’s leadership challenges (Covey, 1993, p. 44; Kelley, 1997, p. 12). For this study, a review of literature explored whether leadership is something an individual can learn to do or whether it is something that is innate.

Trait theory

This theory walks in the footsteps of the Great man theory in assuming that leaders are born with traits that make them more suitable for the role of a leader than others who lack those natural-born traits. As such, the theory pinpoints certain qualities such as intelligence, accountability, sense of responsibility, and creativity, among others, that lets an individual excel at leadership (Katz, 1995). The trait theorist believes that leaders naturally have the requisite traits that make them good leaders and that one cannot learn to become a good leader.

Leadership can be Learned (Behavioral Theory)

Doh (2003) interviewed leading management scholars to research their views on whether leadership can be learned or if it is an innate quality in people. The findings revealed that most scholars believed that leadership could be taught to

anyone; however, some individuals will excel at it more than others. Steve Stumpf, one of the scholars in the study, compared it to learning to play chess: “Everyone does not have the potential to be a master chess player. There are concepts and practices that can be learned (and taught) that will enhance the leadership effectiveness of many people (but not all)” (Doh, 2003, pp.57-58).

Doh (2003), believed that leadership can be taught, but learning to become a leader through reading books and articles was not enough to become a leader. He asserted. “Leadership is a performance sport. Leadership requires both thinking and doing—to the satisfaction of many others with diverse expectations” (Doh, 2003, p. 59). Amey (2006) supported this idea as well by stating, “.....leaders across higher education are best served by learning to think critically about their roles rather than by relying on “how-to” writings” (p. 55). Amey (2006) stressed that leaders need to be mindful of their roles while Doh (2003) emphasized that leadership involves both thinking and action. In the context of the current study, it can be inferred that, females regardless of their gender, can also learn to become very good leaders like their male counterparts. Therefore, the two theories (Feminist theories and the Behavioral theory) underpins this study.

Female Leadership Styles

Research findings of Ezeh and Chukwudebe (2006) shows that females adopt democratic and interactive leadership styles in the corporate world. Another research done by Rosener (1990) revealed that females are more likely than men to use “transformational leadership” which involves motivating others by transforming their individual self-interest into the goals of the group. Many females support contributive, consensual decision making and emphasize the

process, (Porat, 1991). Aburdene and Naisbitt (1992) described in their book, *Megatrends for Women*, 25 behaviors that characterize women's leadership. The behaviors clustered in six central patterns were identified as behaviors that empower, restructure, teach, provide role models, encourage openness, and stimulate questioning. Gillet-Karam (1994), on the other hand, used four behaviors:

- a) vision behavior – in this category, women leaders would take appropriate risks to bring about change;
- b) people behavior – women leaders provide care and respect for individual differences;
- c) influence behavior – women are acting collaboratively;
- d) values behavior - in which women leaders spend time building trust and openness (Getskow, 1996).

No matter how the leadership behaviors of women are delineated, the fact is that women do possess the capabilities and skills to be excellent educational administrators.

Since men and women have different leadership styles, the variances do not mean that one has dominance over the other. Women see leadership as facilitating (Schaefer, 1985). Although male and female administrators perform many of the same tasks in carrying out their work, different aspects of the job are emphasized (Chliwniak, 1997). Females embrace relationships, sharing, and process, (Chliwniak, 1997). Female educational administrators focus on instructional leadership in supervisory practices and are concerned with students' individual differences, knowledge of curriculum teaching methods, and the objectives of teaching (Conner, 1992).

Women lean toward facilitative leadership, enabling others to make their contributions through delegation, encouragement, and nudging from behind (Porat, 1991). Since female's main focus is on relationships, they interact more frequently than men with teachers, students, parents, non-parent community members, professional colleagues, and super ordinates (Conner, 1992). Many women support contributive, consensual decision making and emphasize the process, but men tend to lean toward majority rule and tend to emphasize the product, the goal (Porat, 1991).

Women are more interested in transforming people's self-interest into organizational goals by encouraging feelings of self-worth, active participation, and sharing of power and information (Getskow, 1996). Women spend more time in unscheduled meetings, visible on school campus, and observing teachers considerably more than male principals (Ryder, 1994). Women principals are more likely to interact with their staff and spend more time in the classroom or with teachers discussing the academic and curricular areas of instruction. Women principals are more likely to influence teachers to use more desirable teaching methods.

A research by Yukl, (2002) indicates that there is no difference in leadership ability amongst genders and that females are rated more competent in taking initiative, practicing self-development, integrity and honesty and driving for results. Researchers have also found that women tend to adopt a transformational leadership style, which motivates followers through charisma, intellectual stimulation, and consideration of the individual (Bass & Riggio, 2006, as cited in Matsa & Miller, 2013). Research conducted by Eagly and Karau, (2002) bears out this fact as well that, females often have to work harder

to be viewed as competent as men. All things considered, men and women lead in similar ways (Dobbins & Platz, 1986; Klenke, 1993). Research indicates that there is no difference in gender on perceived managerial efficiency: women and men are equally efficient in managerial work (Shadare, 2011).

Findings from several research works reveal that females are as aggressive as their male counterparts (Brown, 2004; George, 2003). Eagly and Karau (2002), females are said to be more communal and males as more agentic. Communal characteristics are primarily concerned with the welfare of the people, including attributes such as compassionate, kind, sentimental, helpful and generous. Agentic characteristics describe a more assertive, dominant and confident tendency, including attributes such as aggressive, ambitious, independent and self confident. Agentic characteristics have traditionally been aligned with leadership roles (Eagly & Karau, 2002). There is a common belief in almost every culture in this world that men are more aggressive than women, as stated by Eagly and Steffen (Franzoi, 1996).

A research by Eagly & Carli, (2007) states that it is less appropriate for women to be aggressive or assertive in getting deserved developmental or promotional opportunities. Korabik and Ayman (1990) feel that men and women have a mixture of so called masculine and feminine characteristics. They feel it is important for men and women to recognize that both sides exist within them, although one side may appear more dominant in a person, it is only because that side is more developed. Within each exists the potentials to develop both sides. Reavley (1989) feels there is a reason to believe that the lead manager cannot be characterized as either male or female.

Leadership or Management requires a mixture of abilities and skills, some of which are perceived to be feminine and some masculine. The research of Eagly and Johannesen-Schmidt (2001) asserted, “Although men and women did not differ on task-oriented style, the very small tendency for women to be more inter-personally oriented than men was significant” (p. 788). The authors continued, “On measures that assessed tendencies to be democratic versus autocratic (or participative versus directive), men were more autocratic or directive than women, and women were more democratic or participative than men” (p. 788). Women naturally are more “people persons” than men because they are comfortable in relating on one-to-one basis with people at all levels of an organization. Whereas, men tend to act impersonally and do not interact at all levels; they are exclusive (Spencer, 2011). Females are better at conflict management since they have better communication and listening skills and show more tolerance and empathy (Kiamba, 2008).

Females are able to be more creative because they tend to be more empathetic. Females’ empathy enables them to look at business issues through a wide-angle lens versus men who tend to have tunnel vision (Spencer, 2011). Females attend more to the individuals they work with, by mentoring them and taking the latter’s particular situations into account. According to negotiation research, females bosses tend to fight harder for their subordinates, getting better salaries and raises for their teams (The Editors, 2009).

Females who are either in leadership positions or aspire to climb the ladder of promotion toward top management jobs should not be shy to project feminine traits such as being caring, empathetic, trusting, sharing, and empowering. Irene Moutlana (2001) encourages female to acknowledge these

traits as strengths and not weaknesses for it is possible that a persistent display of such values can make them “core values” that will be embraced in future organizations as the normal culture. As Kezar (2000, p 7.) pointed out in her study on pluralistic leadership, “women’s leadership is associated with a more participatory, relational, and interpersonal style as well as with different types of power and influence strategies that emphasize reciprocity and collectivity”.

This idea of cooperation in the context of leadership was also found in a study conducted by Drago-Severson, E., Cuban, S., and Daloz, K. (2009), connected collaboration and leadership. A study by Eagly & Johnson, (1989) indicates that women tended to adopt a more democratic or participative style and a less autocratic style than men. A study by the U.S. Bureau of Labor Statistics, (2002) indicates that females are assertive, better listeners, adaptive, and effective collaborators which are all necessary in meeting goals and objectives to produce effectiveness.

Females in Leadership Positions

Grove and Montgomery (2000) defined leaders as people “who provide vision and meaning for an institution and embody the ideals toward which the organization strives” (p. 1). From that perspective, leaders are alike and genderless. However, there is still skepticism when women lead, and in many situations, gender, more than age, experience or competence determines the role (position) one is assigned. For example, in male dominated societies, women are perceived as possessing less leadership ability than men. When both men and women are surveyed today, the successful managerial stereotype remains masculine (self-confident, dominating, competitive, decisive, aggressive and independent). Surprisingly, no man or woman describes the successful manager

using traditionally feminine traits and styles such as consultative, conciliatory, partnership-oriented and collaborative; even though many researchers, including Stephen Covey (1993), principle centered leadership guru, agree that feminine traits are the dominant trend of the future. Stephen Covey also added that leadership is “more of a right-brained intuitive, visionary approach toward building relationships with people”, inferring that women have the edge in today’s leadership challenges (Covey, 1993, p. 44; Kelley, 1997, p. 12).

Since the attributes of leadership (which are masculine in nature) do not always relate to women’s feminine traits, women leaders are often required to “soften” their leadership styles to gain the approval of their followers and subordinates: Women who lead with an autocratic style risk being disliked as compared to those using the democratic style; whereas, men face no such necessity to be agreeable while exercising power (Lips, 2009).

Irene Moutlana (2001) adds that women who are either in leadership positions or aspire to climb the ladder of promotion toward top management jobs should not be shy to project feminine traits such as being caring, empathetic, trusting, sharing, and empowering. She continues to encourage women to acknowledge these traits as strengths and not weaknesses for it is possible that a persistent display of such values can make them “core values” that will be embraced in future organizations as the normal culture. Women have to learn to be comfortable in leadership, and “just run with it” (Para. 50).

Females in their bid to attain leadership positions, are encountered with numerous challenges but it is about time they stood firm and fought harder to achieve their dreams. Research demonstrates that when women promote their own accomplishments, this can cause their audience to view them as more

competent—but at the cost of being viewed as less likeable. While, men who promote their own accomplishments do not reap the same mixed outcomes: as long as they do not overdo it; there is no doubt that self-promotion brings them both higher evaluations of competence and likeability (Lips, 2009, Para. 9).

Females in Academic Leadership Positions

According to Helfat, Finkelstein, Mitchell, Peteraf, Singh, Teece, & Winter (2006), females in top management positions were nearly non-existent from the 1970s to the early 1990s. While representation of females at higher professorial ranks is disappointing, females are scarce on the administrative career ladder. Relatively few females advance to top academic leadership positions such as dean, provost, president or chancellor. An exception is in traditionally female fields such as nursing and education (Dugger 2001a), yet many social science and professional fields have shown substantial gender desegregation and an increasing supply of women for these positions.

Where females are in top positions, it is typically in smaller, and less prestigious schools. A multitude of practices impact women's advancement through either the professional or administrative ranks. Working in a world dominated by male decision-makers and their established practices, women encounter variety of barriers. There also is the "hidden curriculum" (Thomas, Bierema, & Landau 2004, p. 63), where women learn to assimilate into the male culture by downplaying their attributes. Females are required to prove themselves more extensively than men in order to advance, (developmental experiences and informal networks to draw upon) (Oakley, 2000).

Adding the previously described gender bias in selection, evaluation, and promotion processes, it is indeed an arduous trek to the advanced positions.

Then, the chilly climate becomes even “colder at the top” (Sandler 1986, p. 13) as the few females do not neatly fit into male styles and cliques, and become more isolated yet increasingly visible for scrutiny. Solo status—being the only representative of a social category in an otherwise homogenous group.—exacerbates effects of stereotyping and isolation, with negative impacts on evaluation and performance (Thompson & Sekaquaptewa, 2002). Often accompanying solo status, perceptions of tokenism (advancement based on social category rather than competence) diminish respect and increase pressure for women in top positions (Craig & Feasel, 1998).

A critical mass of 35-40% of non-dominant group members in leadership positions is thought necessary to overcome the stigma associated with tokenism (Karsten, 2004). Research has also found that workplaces with at least 35% women are better working environments for women (Collins, 1998) as the detrimental effects of solo status are removed. This is quite opposite the common practice of advancing mainly the “star” women who demonstrate achievement far surpassing both female and male colleagues. Attaining a critical mass of women in the leadership structure is especially important to position an institution for change. The observation that “few women want to go to places where few women are” (Steffen-Fluhr 2006, p. 1) describes a self-reinforcing cycle requiring bold organizational actions to interrupt.

In a research done in Kenya, 51 Participants’ responses indicated that women were making inroads as faculty members and administrators. Their numbers are lower, however, in the higher ranking decision-making roles such as chancellors, vice chancellors, presidents, deans, and heads of departments at colleges and universities. For example, Kizitos Okisai from Kenya stated, “It is

incredible that Kenya is one of the few countries in Africa with a female Vice Chancellor in one of its public universities”. Despite great accomplishments and documented participation of female leaders in higher education, women’s sporadic representation in academic leadership positions remains a significantly persisting pattern.

Women still remain radically underrepresented in academic leadership positions, absolutely and relative to the appropriate group of women in these positions. Therefore, it is today a matter of emergency to cultivate interventions that promote the careers of females and set prospects for change in motion. (Tempus LHEM 2011).

Underrepresentation of Females in Leadership Positions

The political leadership of our world is undergoing a change. Although in most countries females are still far behind, and worldwide only 19.6% of members of parliament are female (Quota project, 2012), there are more females than ever in top leadership positions. However, females are less likely than men to be associated with leadership, and the awareness of this stereotype has undermined women's performance in leadership tasks. The underrepresentation of females in academic and administrative leadership roles is a global phenomenon (Madsen, 2012a, 2012b; Pyke, 2013; Schneider et al., 2011; Tessens et al., 2011).

Among the eight Technical Universities in Ghana only one university had an acting Vice chancellor being a female, that is, the Vice Chancellor of Koforidua Technical University since 2017 and 2018. A study by (Gumbi, 2006) says that leadership in higher education is still a man’s world and universities are male dominated institutions. Opare (2005, p. 6) posited that

“there is the lack of ambition on the part of many Ghanaian women. Once they have attained a certain level in management where they feel comfortable, they do not want to rock the boat”. Schein (2007) reiterates, a male appear more qualified by virtue of his gender alone, than does a female to enter and advance in management.

According to Hackman & Johnson (2004, p. 306), “negative stereotypes and discrimination lower the self confidence of some females, making them reluctant to take risks and to strive for leadership positions”. Similar observations were made by Coleman (2002) when she commented that in a society where men are more likely to be leaders and where females have been stereotyped into playing a supportive or subordinate role, it is not entirely surprising that females are less likely to plan a career that includes leadership. According to KPMG Women’s Leadership Study (2018) on Moving Women Forward into Leadership Roles, more than half (56%) of all working women reported that females were more cautious about taking steps toward leadership roles.

The study further indicated that females had difficulty envisioning leadership in their future. In fact, (59%) of women indicated they sometimes find it hard to see themselves as leaders. According to Kellerman & Rhode (2007), most females view themselves as less deserving of rewards than men are for the same performance and on the average, are also less willing to take the risks, or to seek the challenges, that would equip them for leadership roles.

Research on females in leadership positions is underdeveloped in a number of ways. Research on women in higher education leadership has previously focused on the factors that attribute to the development of successful

female leaders, experiences of women faculty and administrators, and on women who have successfully achieved higher positions. Although the extant research on the experiences of women who have achieved higher positions provides insight into their successes and the challenges they faced, those findings do little to explain why women are underrepresented in leadership positions in TTU or are unsuccessful in their attempts to advance at both the faculty and the administration.

Glass Ceiling

The concept of the glass ceiling was brought to the forefront and recognized as an American social issue and trend in 1986. The Wall Street Journal published an article describing the imperceptible barriers that women confront as they approach the top of the corporate ladder (Federal Glass Ceiling Commission, 1995). The glass ceiling notion also implies that gender disparities are more prevalent at the top of hierarchies than at lower levels and the disadvantages become shoddier as a person's career continues (Cotter, Hermsen, Ovadia, & Vanneman, 2001). The Federal Glass Ceiling Commission (1995) described the idea of the glass ceiling as an artificial barrier to the progression of women and minorities.

The barrier reflects discrimination, the unequal and differential treatment of a group of individuals; in this case discrimination is specifically referring to women and minorities. Past experience and knowledge are seen as being invalid and frivolous when it comes to the glass ceiling. According to Cotter et al, (2001), the glass ceiling is a job inequality that is unexplained by a person's past qualifications or achievements' these are to be considered labor market discrimination. Also the authors note that the glass ceiling disparities are

not explained by job related characteristics of the employees but by gender differences.

The glass ceiling metaphor is not just a depiction or example based on the fact that there are disproportionately few women holding leadership positions at the top of organizations. It is a reality for women indicating no matter how much education or experience a woman receives there is a great chance they will never achieve their highest professional aspirations. “The glass ceiling contradicts the nation’s ethic of individual worth and accountability, the belief that education, training, dedication and hard work will lead to a better life.” (Federal Glass Ceiling Commission, 1995, p17). Burton and Parker (2010) have noted that it is more problematic for women than for men to be promoted up levels of authority hierarchies within workplaces. They added by explaining that women face more adversity comparative to men as they progress up the corporate. The views of these authors point to the fact that the issue of glass ceiling is a major barrier that hinder females in attaining higher leadership positions.

Factors that militate against Females from taking up Leadership

Positions

There has always been the notion that there is something inherent in feminine versus masculine biological or psychological makeup that makes men better leaders. There is considerable empirical evidence that this attitude of “think manager—think male” is persistent across cultures even in developed nations where females have achieved a great deal of equality in other parts of the workplace (Eagly & Karau 2002; Schein 2001). Research suggests that this supposed “natural” advantage that men have as leaders would mean that no

matter how much training or other preparation females possess they would still be perceived as being less effective as leaders than men (Ashwin 2006, p. 62–64). Various authors have given their views about the factors that cause problems that aspiring females face on their way to the top.

Some of the factors are:

1. Family obligation/responsibilities such as Marital and Maternal obligations.
2. Lack of support from females, females are their own enemies
3. Lack of confidence and fear of victimization on the part of females to hold leadership position.
4. Lack of education.

1. Family obligation/responsibilities such as Marital and Maternal obligations

Females have greater household responsibilities than men and this tend to hinder the progress of females. Barnett (1993) indicated the existence of two stereotypes based on gender, a masculine and a feminine one. The masculine stereotype supposes that men are good at those tasks that belong to the masculine stereotype and females are good at those tasks linked to the feminine stereotype. This includes outdated attitudes about women's roles, career aspirations and ability to lead or manage. Dorsey (1999, p.30) also explains; “from an early age, daughters are groomed for their marriage roles of wife, mother and food provider, and they are conditioned from an early age to believe that a female is inferior to a man and that her place is the home”. Sadeshin (2005) contends that one of the greatest obstacles that females face is the attitude they have of themselves.

Historically, the idea that man is the jobholder and the breadwinner and females are the home-caretakers or homemakers has been maintained to a large extent. “In view of this, mothers have always treated their sons with a greater regard than their daughters and this has caused the female self-image, a sense of inferiority. To a large extent, females have developed a “mental block” and are afraid to break out of this mindset.” (p. 13). According to Hackman & Johnson (2004), unfortunately cultural expectations work against females who aspire to leadership positions. “Not only are men and women viewed in different ways, but those characteristics defined as masculine are given higher status” (p. 305).

These scholars further indicate that “negative stereotypes and discrimination lower the self confidence of some females, making them reluctant to take risks and to strive for leadership positions” (p. 306). Traditionally, females have assigned roles which deprive them from taking up leadership positions and moving higher in their areas of endeavors. DeMatteo, (1994) indicated that sex roles stereotyping of managerial work can result in the perception that females are less qualified than men for management positions.

“Motherhood triggers powerful negative competence and commitment assumptions” that can result in a “maternal wall” of bias that is an “order of magnitude” more powerful than other biases (Williams, 2004). Balancing work and family responsibilities is one of the most challenging obstacles for females seeking leadership positions (Eagly & Carli, 2007; Sandberg, 2013), and it can be especially daunting for the millions of working women raising children on their own (Hess & Kelly, 2015). Women are usually the primary (if not the only) parent caring for children and other family members during their peak years in

the workforce and they are more likely to work part time (U.S. Bureau of Labor Statistics, 2016).

Metz and Samuelsen (2000) in their research conducted at University of Washington's Learning in Informal and Formal Environment (LIFE) Center indicated that differences exist across disciplines in the degree to which sexual stereotyping occurs. Society has a pervasive view that science and engineering professions are "male-dominated" thereby causing negative attitudes toward these disciplines among females. Fagerson (1990) in his findings in Harvard Business Review indicated that women's experiences may be influenced not only by their gender and the attitude of those in power, but also by the organizational context, including a firm's history and industry policies. Rosener (1990) in her study conducted for the International Women's Forum, indicated that females who display masculine leadership styles are frequently disliked by their subordinates and called them names such as "Dragon lady" and "Bitch" because they do not display the feminine qualities that are expected of females in the society.

This may be the reason why in Ghana, females whose style is masculine are also called "Alomo macho", "man woman" and so on. What these nicknames mean is that men expect females in leadership positions or in management to exhibit feminine characteristics as expected by the society. However, if females choose instead to embrace the traditional feminine roles, while they may be viewed as likeable people, they may lack the task-oriented trait we associate with competence.

Isaac, Griffin and Carnes (2010) in their research conducted at the School of Medicine and Public Health at the Wisconsin University reported that

implicit biases toward masculine leadership behaviors remain strong despite a growing number of females occupying positions of leadership. This indicates that, despite the fact that females are making inroads they still confront distinct barriers that derail their progress. There is a perception that, given the idea of a woman's competence and qualifications, a female would seemingly be unfavorable based on the masculine definition of effective leadership (Guidry, 2007; Abramson, Goldberg, Greenberg, & Abramson, 1977).

A study found that when participants in hypothetical leadership roles relinquished power to co-workers, they were more likely to relinquish power to male co-workers than female co-workers, and they were more likely to view men as more competent in leadership roles than women (Ratcliff et al., 2015). In their view, they think that women do not have the requisite skills to lead effectively. However, a research by (Yukl, 2002) in a research conducted at the University of Albany State also indicated that there is no difference in leadership ability amongst genders and that females are rated more competent in taking initiative, practicing self-development, integrity and honesty and driving for results.

Rohmann and Rowold (2009) in a study conducted at the University of Barcelona, communicated that compared to males, female managers are characterized with behaviours that are displayed as generating pride and respect for them, while simultaneously women presented to be a role model that followers consider trustworthy and energetic, together with transmitting a vision through strong communication that exhibits optimism and enthusiasm. Morrison, (1992) argues that, females fail to plan their careers, to build networks and support systems, to locate and maintain effective mentoring relationships

and have been socialized to subordinate their career in favor of their families (Fagenson & Jackson, 1994). Lantz (2008) noted, “subtle yet challenging aspects of social, gender, and family roles exist that influence women’s career progression” (p. 297). A research by Cooper (2016) mentioned that The Queen Bee belief, argues that in reality women just can’t get along”.

2. Lack of support from females, females are their own enemies

According to (Carli & Eagly, 2001) females lack mentors and coaching from previous leaders. These issues may have caused females over the years not to seek high level positions of leadership. The issue is not because of a lack of confidence, qualifications, and skills but because they are not receiving the support of each other. A research by Cooper (2016) says that “The reason why there are so few women at the top is not because of discrimination, it’s that women are just less committed to their careers”, and unsupportive of initiatives to address gender inequality. According to Searby & Tripses, (2006), females in positions of power, fail to help other women succeed. Kanter (1993) also in his view indicated that females who have succeeded, fear other successful women challenging their power and that women can be both the oppressed and the oppressors.

Logan (1999, p. 4) observes that: “culturally defined, desirable feminine behavior was nurturing and caring for others, placing importance on relationships and the quality of life”. This may be the reason why females in leadership positions in this study gave preference to family roles rather than to their own career advancement and so neglected taking up leadership positions. Riches (1988) referred to females’ perceived role of family care as the “woman’s place” model. The role is driven by conformity with social norms

and stereotypic gender roles among others. All this is maintained by “the socialization and sex-role stereotyping” which explains why females tend not to involve themselves in leadership positions (Peterson & Runyan, 1999).

3. Lack of confidence and fear of victimization on the part of females to hold leadership positions.

Some studies explained that females were less likely to believe they were qualified to run for office and likely to doubt their qualifications based on a lack of confidence (Dolan & Ford, 1998). Bengtsson, Persson, & Willenhag, (2005), contend that, in general, men can be characterised as more confident than women. Tallerico & Burstyn, (1996), added to the fact that females lack self-confidence, and because of that, they don't aspire for line positions, they are unwilling to play the game or work the system, and they don't apply for the jobs. The reason being that they feel they cannot perform like their male counterparts.

As stated by Jardin and Hennig, (Adjah, 2009), women lack confidence and assertiveness, and have failed to undertake appropriate training to develop executive skills, and reluctant to compete for senior jobs and have lower aspirations and inappropriate expectations (Spero, 1987). Morrison, (1992) argues that, women fail to plan their careers, to build networks and support systems, to locate and maintain effective mentoring relationships and have been socialized to subordinate their career in favor of their families (Fagenson & Jackson, 1994). From the responses of my participants, it was noted that many women lack confidence and will, and do not even want to be leaders and are not also willing to work for it as much as men.

4. Lack of Education

Low levels of education and illiteracy restrict the opportunities for advancement for many females in their workplace. It is at schools where all this begins. Sex stereotyping in curriculum, teachers' attitudes, and administrative practices deny girls the early preparation that they need to enter vocational and academic programs that lead to high-paying male jobs (Harlan & Berheide, 1994) Majority of females do not have the right education to enable them aspire higher in their career paths. Participants in this study spoke of their choices surrounding pursuit of advanced degrees. As they identified and refined their professional aspirations and formed their career identities, all of the women found at least a master's degree program that complemented their interests and contributed to the advancement of their career paths.

Some participants pursued their master's degree and PhD because doing so helped them explore their interests and shape their path. Others engaged in advanced study of an area of interest, which eventually facilitated their career development. The United Nation Statistics, national reports and studies initiated by non governmental organizations in 2005 repeatedly showed that girls, as a group, had lower literacy rates. The major reason for this is the issue of stereotype where females are seen as people who belong to the kitchen and not the classroom. This hinders girls aspirations of attaining higher academic laurels in future.

Strategies that will help empower Females to take up Leadership

Roles/Positions

Although gender inequality in academia is a wide spread phenomenon, there is an urgent need for female leadership in higher education (Chin, 2011; Madsen,

2012a, 2012b; White, 2012, 2013). Therefore a lot of measures are being put in place to help empower females to take up leadership positions wherever they find themselves. To increase the number of women in higher education leadership positions, researchers (Madsen, 2012a, 2012b; White, 2013) stressed on the need to prepare female academics and administrators to successfully take on leadership roles. Some strategies that will help empower females to take up leadership positions are as follows:

1. Support from husbands, family members, colleagues, and subordinates

A research conducted in Finland by Lahti, (2013) found that, other career advancements were the division of work at home and a supporting spouse, education, the right networks and connections and women's own attitudes. Helgesen's (1990) in her findings from the Colorado State University indicated that family and friends were important aspects of female leaders 'lives in addition to their career. Aycan (2004) in her research conducted at the Department of Psychology, Koc University found that his "respondents success was due to spousal support and help from family members and/or paid workers with the childcare and household chores" (p. 472). Hertneky (2008) described the networks of support as "...professional associations, networks of women leaders, formal groups, or friends who provide professional advice, peer support, information to someone new to the area, or a sympathetic ear" (p. 116). These supports provide encouragement and comfort to women leaders when facing challenges.

The queen bee syndrome phenomenon can be used to highlight the fact that some females do not support their fellow females. This queen bee syndrome

was first defined by Staines, Tavis, and Jayaratne (1974) as a woman in a position of authority who views or treats subordinates more critically if they are female. So though women in power or senior positions succeeded by themselves, but like the queen bee, they refuse to help other women up. Consistent with this syndrome is Goldberg's (1968) findings done in Connecticut College. In his study, he asked women students of Connecticut College to judge the value of short articles attributed to either a male or female author. He found that the articles actually received lower ratings when it was attributed to a female author and most importantly found that women were rather prejudiced against women for women to develop. Kiamba, (2008) suggests that for females to develop the confidence to take up leadership, they are to be supported by other women.

Structures in the organization – The structure within the organization should be flexible enough to allow all staff members including females to upgrade themselves. It is essential that companies, on their parts, adopt some organizational practices to help promote equality in their workplace. A research by Catalyst, (2011) indicates that females' ability to ask for a promotion is one strategy that will help them in their advancement. A research by Development Dimensions International, indicated that amongst over 12,000 leaders from over 70 countries, including eight Commonwealth countries, attempted to show what the best practices were for females in leadership. Their recommendations for what females can do revolve around making their intentions for promotion known and to create opportunities rather than wait for them (Development Dimensions International, 2009).

Research has established that, today, women's organizations provide support for women interested in running for office, as well as participating in voter turnout efforts. Women's success in winning elections at the local, state, and federal levels in recent decades is due, in no small part, to the increasing number of women voters (Carroll & Fox, 2014).

2. Giving advice and encouragements

Komives, Owen, Longerbeam, Mainella, and Osteen (2005) explained the value of experiences in developing leadership identities: "Involvement experiences were the training ground where leadership identity evolved. These experiences helped clarify personal value and interests, and helped students experience diverse peers, learn about self, and develop new skills" (p. 598). Experiences can help develop and shape a person's leadership identity. Meaningful experiences are also a key factor in helping females to become effective leaders. As Doh (2003) quoted a participant describing the importance of experiences: "Once a foundation of ideas about leadership is internalized (from books, cases, discussions, guest speakers), it must be practiced with feedback in realistic, rich environments. These could be simulation settings, client-consulting settings, internships, role-plays and other experiential exercises" (p. 61).

3. Leadership Fora, Symposia etc.

Several studies emphasize the importance of leadership fora that enable females to discuss achievements, challenges and brainstorm potential solutions (Ahern et al., 2000; Choeun et al., 2008; True, 2008). These Fora and Symposia give opportunity for females to listen to the experiences of some powerful female leaders. At these fora and symposia, females are empowered to achieve the full potential by helping them become advocates, change makers and leaders in their

communities. Leadership skills are learnt at these symposia, fora, conferences, etc. Previous meta-analytic work found that leadership training results in greater gains for low-level leaders (Avolio, Reichard, et al., 2009).

4. Hardwork

Research within professional groups showed that females have to significantly work harder to be perceived as equally competent as men (Lyness & Heilman, 2006). Eagly and Karau (2002) also found that women emerge less commonly than men as leaders because women have to meet a higher standard than men do in order to be considered highly competent. Competence is not only the ability to perform one's job, but also the number of hours one is willing to work on that job. Women, for instance, often reported the need to work additional hours to prove their competence.

Mertz and McNeely (1990) described hardworking women to be women who believed in the philosophy of "work hard be loyal and you will be rewarded" (p. 10). Kiamba (2008) also contends that leadership positions are very stressful and require hard work, long hours and lots of sacrifices. Furthermore, the amount of time spent at work, and the priority given to work by employees is a big determinant of their commitment levels and promotion chances within the organization. All these findings are evidence that support the fact that females actually need to work harder than men to enable them excel in all facets of life.

5. Mentors, Role Models and Sponsorship

According to (Rowe, 2009) it is important to find 'quality' mentors as this can often be the difference between success and failure. Research by Carbonell and Castro (2008) indicates identification with a role model as a leading contributor

to female leadership. The characteristics of a chosen mentor described by some participants in this study will help to shape a definition of successful leadership. This is supported by (Asgari *et al.*, 2012) that frequent, high-quality interactions with successful female role models have been shown to improve college women's self-concepts of their leadership abilities and career ambitions. For women to advance, it is important for women at higher levels of management and leadership roles to engage in role-modeling behaviors (Wellington, *et al.*, 2003).

Research has shown that, introducing children early in life to all kinds of leaders, men and women, in various leadership positions (e.g. business, community, and political leaders) helps debunk the monolithic image of masculine leaders (Smyth & Nosek, 2015). Research has also shown that participating in mentoring program can serve to increase an individual's self-esteem (King, Vidourek, Davis, & McClellan, 2002). Furthermore, Ragins (1991) claimed that while mentoring is important for men, it is essential for females because mentors can serve to abate discrimination women may face in both selection and treatment. Indeed research has linked participating in a mentoring relationship with the career advancement of women (Maniero, 1994). The Center for Talent Innovation (2012) found that to break through to the top, females need sponsors. Sponsors are an important source for creating opportunities.

6. Ability to package oneself well and ability to read wide

Females should take personal responsibility to reach their goals by investing in themselves to create their own personal brands and overcome challenges. Thus, females need to acquire skills to become more confident and assertive, become

aware of communication rituals, learn negotiation techniques, and invest in their technical competence, cultural and emotional intelligence. One research conducted amongst US graduates found that more than a third of women willingly stopped working to spend more time with their family (Hewlett, Luce, & Schiller, 2005). McKinsey (2007) indicates that the key to success for women is the ability to promote oneself and be assertive about performance and ambitions.

7. Education

Organisations should encourage Higher Education especially of females. The organization should increase poor women's access to higher education, by making substantial investments in the four-year degree programs in colleges and universities. Although basic education, literacy programs, and skills training programs enable females to enter the labor force, these are not enough to provide females with the education needed for upward mobility. In today's labor market only females in managerial, professional, and technical occupations have average earnings that provide a living wage (Harlan & Berheide, 1994). Females with lower education are either unemployed, or are working in lower-status occupations, earning less money, and having a higher risk of being poor than do men with the same level of education, or women with more education.

Zulu (2003), recommended that: Academic women themselves should begin to undergo transformation of their mind set and make a concerted effort to rid themselves of the negative stereotypes and preconceived notions that society has about their ability to lead; they should seek to remove the barriers, which stand in their way and exploit all possible opportunities to advance themselves in their academic careers (p. 101). Rudman, Ashmore and Gary

(2001) in their journal, examined the impact of diversity education on stereotypes and prejudices, and found that training can reduce these biases at multiple levels.

Gibson (1995), also highlights that, as more women grow in the work force and achieve higher educational status, they are becoming more qualified and effective in their style of leadership that defines women leaders. Researchers have found that people who are better educated, either in the sense of higher test scores (they have learned more) or in the sense of educational attainment (they have achieved a higher level of education), tend to have a much higher likelihood of employment and, when employed, much higher wages (Card, 1999; Ashenfelter, Harmon, and Oosterbeek, 1999; Krueger and Lindahl, 2001; Rouse, 2005).

A key document in education, the World Declaration on Education for All, drafted at the international conference in Jomtien in March 1990, acknowledges the need for women to benefit from educational opportunities and considers that the "most urgent priority is to ensure access to, and improve the quality of, education for girls and women, and to remove every obstacle that hampers their active participation" (Inter-Agency Commission, WCEFA, p. 45). Garba (1999), in her case study of 'endogenous empowerment' in Nigeria, argues that 'a woman is never fully empowered but must continue to upgrade the skills and capacities necessary to be an effective participant in ongoing decisions that surround her' (p.134). Nelson and Levesque (2007) in their study, regards the importance of education and seminars, since they help women with the process of occupying leadership positions.

8. Confidence and Assertiveness

Many reports cite that the key to success for females is the ability to promote oneself and be assertive about performance and ambitions (McKinsey, 2007). Catalyst (2011) shows that of all the strategies women can use to advance, mostly being assertive in making their achievements visible helped women to get further, increased their career satisfaction, and increased their compensation growth. Examples of making achievements visible are: ensuring that your manager is aware of your achievements, looking for credit for the work done, asking for extra feedback on performance. Deborah Tannen recommends getting your work noticed by either telling your boss about your work, or by sending out reports, or by being the person presenting the results (Tannen, 1998). Females must become more assertive and it is important that they shed the inferiority complex in them.

9. Communication Rituals

Deborah Tannen, an established communications specialist, has specialised in gender specific communication in the workplace, to which she refers to as rituals. According to Tannen (1998), men and women tend to communicate in different ways. Increased awareness and an understanding from both sides is crucial for career success. As for the work place, when making a big decision, females will ask others on their opinions to gain a sense of community, or to avoid being perceived as too confident. In turn, men can perceive this behaviour as being indecisive, thus deeming women as less competent for leadership positions. This illustrates that females walk a fine line between seeming too arrogant and seeming too indecisive. Therefore, females need training to

communicate effectively in a male dominated environment such as Cabinets and Corporate Boardrooms (Tannen, 1998).

10. Negotiations

According to negotiation experts Hannah Riley Bowles and Kathleen McGinn (2003), women should try to remove so-called gender triggers, by creating a more de-masculinised environment. This can be done by for instance negotiating an increase of value for more than just yourself. Thus, it is a matter of reframing: when you need to claim certain resources, frame it as “in order to do what is best for my team, I am going to need”. In this way, negotiation becomes part of a leadership practice, which aids the leadership identity process (Ely, Ibarra, & Kolb, 2011). Moreover, when dealing with the discomfort before going into a negotiation, Bowles and McGinn argue that women should consider the impression that they create when not negotiating at all is worse than when they do.

11. Technical competence, emotional and cultural intelligence

A global leader needs technical competence, but most importantly, emotional and cultural intelligence. Thus, this entails seeking out cultural learning and investing in personal development. Patriarchal settings and cultures can represent extraordinary challenges for women leaders. Embracing these requires an increased need for developing and adapting their emotional and cultural intelligence levels and skills (William, 2012).

12. Encourage proactive investment to build own brand equity

In a 2012 study from the Center for Talent Innovation shows that cultivating your personal brand is one of the best ways to attract a sponsor. Females should take personal responsibility to invest in themselves to build their own brand

equity and embrace the requirements and additional skill sets needed to become part of the talent pool that is 'leader ready'. As part of this is that they should identify areas that are not in their natural comfort zones but are important to reach their career aspirations and bridge the gaps example, financial knowledge.

Developing a personal brand is valuable since when one's true talents are understood, it's far more likely that the individual will be tapped for relevant and interesting assignments and it helps that individual to stand out in a field of competitors.

13. Join or create networks and circles of influence

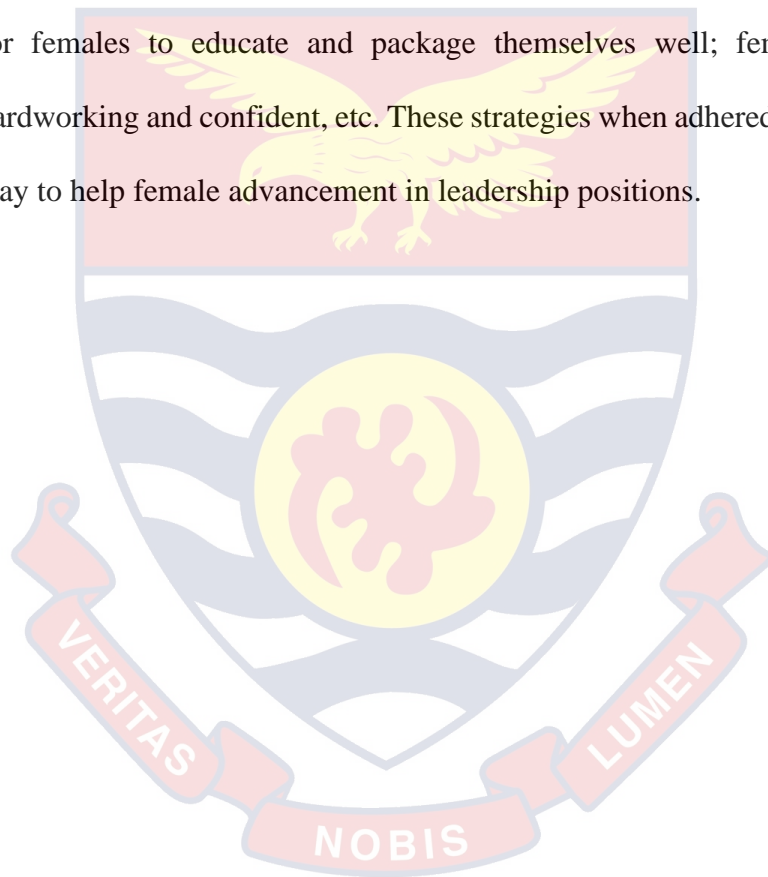
Joining networks that are broadly aligned with personal and career objectives can create enabling environments for learning, sharing, building relationships and generating opportunities. There are also benefits in embracing mixed gender professional and business networks in order to build relationships, broaden perspectives and learn about opportunities. Networking is argued to be a vital tool for career development (Yukl, 2006).

Summary of Literature

In today's extremely competitive and dynamic business world, females constitute half the workforce, and play an extremely important role in the economic growth of their countries. However, it has become a well-known phenomenon that females rarely make it to high leadership and top managerial positions. There is no doubt that there is still a fair amount of inequality in the area of female leadership. The improvement in the participation of females in positions below the leadership level is attributable to several factors such as stereotype, lack of education, family obligation or responsibilities such as marital and maternal obligations, lack of support from females, lack of

confidence and fear of victimization on the part of females to hold leadership positions.

These factors really impede or militate against females from taking up leadership positions. Majority of females are seen to exhibit the democratic leadership style than the other type of leadership styles. Some of the strategies that will help empower females to take up leadership positions are the need for support from husbands, family members, colleagues and subordinates; the need for females to educate and package themselves well; females should be hardworking and confident, etc. These strategies when adhered to will go a long way to help female advancement in leadership positions.



CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter discusses the methods used in conducting the research. It describes in detail the methods and procedures that were used in obtaining the data for the research. Specifically, it is concerned with research design, study area, population, sample and sampling procedure, data collection instruments, data collection procedures and data processing and analysis.

Research Design

The research adopted the Qualitative research method design though there are other designs such as the quantitative and the mixed method designs. The objective of using the qualitative research design is to help promote better self-understanding and insight into the human condition. Denzin and Lincon, (2005), defined qualitative research as a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world and turn the world into series of representations, including field notes, interviews, conversation, photographs, recordings, and memos to the self.

Therefore, qualitative research can be said to involve an interpretative, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or to interpret, phenomena in terms of the meaning people bring to them (Lincon, 2005). This study adopted the phenomenological qualitative research design therefore it is a phenomenological research. Phenomenological research is a strategy of

inquiry in which the researcher identifies the essence of human experiences about a phenomenon as described by participants (Creswell, 2009).

According to Moustakas, 1994 (as cited in Creswell 2009) there are other types of qualitative research designs such as Ethnography, Grounded theory, Narrative and Case study. The phenomenological research design was deemed appropriate for this study because it helps in understanding the lived experiences which marks phenomenology as a philosophy as well as a method. The procedure involves studying a small number of subjects through extensive and prolonged engagement to develop patterns and relationships of meaning.

Study Area

The study area for this research work was Takoradi Technical University. It is located in the Western Region of Ghana in the center of Sekondi Takoradi Metropolitan Assembly.

Population

The population of this study comprised all females occupying leadership positions from all the academic departments (Academics) and the administration section (Administrators). All three female academics and all four female administrators, given a total population of seven females were used for the study, therefore the study adopted the census method. The purposive sampling procedure was used initially to select all seven females occupying leadership positions in all the academic departments and the administrative sections in TTU. The idea behind the use of the purposive sampling is to purposively select participants that will best facilitate the researcher to understand the problem and the research questions (Creswell, 1998).

The study also adopted the census method since all the seven females in higher positions in TTU were used for the study. They were all used since their number was not large and they might have gone through varied experiences that could throw light on the issues under discussion. The participants were in two groups, Academics and Administrators.

Data Collection Instruments

The data collection instrument used was the interview guide. According to Kvale (1996, p. 174) an interview is “a conversation, whose purpose is to gather descriptions of the [life-world] of the interviewee” with respect to interpretation of the meanings of the ‘described phenomena’. In a similar vein, Schostak, (2006, p. 54) adds that an interview is an extendable conversation between partners that aims at having an ‘in-depth information’ about a certain topic or subject, and through which a phenomenon could be interpreted in terms of the meanings interviewees bring to it. The interview guide was used to collect in depth information from the participants.

I used Interview to collect data because it helps participants to give in depth knowledge about an issue. According to Blaxter, Hughes, & Tight (2006, p.172), it is worthwhile doing interviews because it offers researchers the opportunity to uncover information that is “probably not accessible using techniques such as questionnaires and observations”. Dörnyei (2007, p. 143) argues that with the presence of the interviewer, mutual understanding can be ensured, as the interviewer may rephrase or simplify questions that were not understood by his/her interviewees.

A semi-structured Interview guide was used to gather the data from participants. The items were developed from related literature on the study and

from some researchers in relation to the study such as from the work of Adjah (2009). The interview schedule guide was reviewed by the supervisor. The items in the interview guide related directly to the research questions. The interview guide was designed to seek information on four main constructs: why there is still underrepresentation of females in top leadership positions in TTU, factors that militate against females from taking up leadership positions, female leadership styles and effective strategies that will help empower females to take up leadership positions.

The interview guide consisted of five sections. The first section set out to capture the general profile of participants. Participants were asked about their background, including age, marital status, number of children, highest educational qualification, employment status, number of years of employment status and number of years with current institution. The second section examined why females or women are underrepresented in TTU Administration and Academic positions. Participants gave their thoughts on why females or women are still underrepresented in leadership positions in TTU. The third section examined how females in leadership positions are perceived by males in leadership positions and the factors that inhibits or militate against females from occupying leadership positions.

The fourth section examined the leadership styles of females, whether females demonstrate same leadership styles as males, whether females demonstrate same aggressiveness and drive as males in order to get ahead in their careers and whether females need to have special qualities in order to be in leadership positions. The fifth section delved into the effective strategies that will help empower females or women to take up leadership positions, the sort

of support they get from both family members and colleagues, and structures within the institution that might have helped their chances of promotion.

Open ended questions were used to enable participants share their experiences in depth, giving the freedom to express their thoughts. When necessary, probing questions were used to get more information about an answer or clarify something. The questions for the interview guide allowed participants to give rich verbal descriptions of their opinions or views and experiences. Brown (2004) reviews the advantages and disadvantages of interviewing.

Some advantages of Interviews are a high return rate. They usually achieve a high response rate. There are fewer incomplete answers. It is also relatively flexible. The participant's own words are recorded. The researcher can control the order in which questions are answered. An important aspect is the fact that detailed information about personal feelings, perceptions and opinions can be obtained. Ambiguities can be clarified and incomplete answers followed up.

Some disadvantages of Interviews are that they can be very time-consuming in that it has to go through phases such as setting up the interview, interviewing, transcribing, analysing, feedback, and reporting. It can be an expensive process. If different interviewers are used for the same study, they may understand and transcribe interviews in different ways. There might be potential inconsistencies in interviews.

Pilot Testing of the Instruments

Pre-testing was done to help detect errors in the interview as well as help to identify logistical problems. A pre-test study was conducted at Cape Coast

Technical University. Interview guide was used for the pre-test. Five females occupying leadership positions were used for the pre-testing. The results from the pre-testing done at Cape Coast Technical University were used to make minor modifications to the instruments before administering them at the Takoradi Technical University.

For instance the pre-testing enabled me to reframe some of the interview questions to enable participants understand and answer questions appropriately.

The following questions were reframed to aid better understanding:

- 1a. Do we still have females underrepresented in leadership positions in TTU?
- b. If yes what are the reasons for the under representation of females/women in leadership positions?
2. Do you get support from families and colleagues?

These questions were reframed as:

1. Please share the reasons for the underrepresentation of females in higher leadership positions in TTU.
2. a. What sort of support do you get from family members?
b. What sort of support do you get from your colleagues both males and females?

Data Collection Procedures

Data were collected from females in Higher Administration and Higher Academic positions in Takoradi Technical University. Three females who hold leadership positions at the Academic section and four females who hold higher positions at the Administrative section were interviewed. The study required the collection of very extensive data in order to produce in-depth understanding among others. Interviews were administered and conducted personally. An

introductory letter was taken from the Institute for Educational Planning and Administration to the Registrar of Takoradi Technical University to seek permission to elicit information from staff members for academic purposes.

I went to Takoradi Technical University personally to conduct the interview. Before the interview was conducted, the interview schedule guides were distributed to interviewees at least one week before the commencement of the interview to give as an indication of the nature of the interview questions. There was the need for me to test voice recorder to see if it was working well and carry extra batteries along. I made arrangements with participants ahead of time to ensure suitability of date, time and place of interview.

They were made aware what the research is about and also made them to understand what is required of them. Interviewees were assured of their confidentiality and were informed about the length of the interview. Permission was sought from participants to record interviews, which they all agreed to. They were also reminded that as the interviews will be recorded there was the need for them to speak slowly and loudly directly into the voice recorder. The interview was scheduled to last between 30 minutes and 40 minutes.

The interviews were conducted over a period of eight months that is from February 2018 to September 2018. Getting the initial permission from the university authorities took about four months as they kept misplacing the introductory letter. It was actually very difficult for me to get all my seven participants to be interviewed in the eight months period despite the fact that I booked appointments with them. I made countless trips to Takoradi Technical University before I could interview all the seven participants. After the interview, I listened to the tape-recordings over and over again before

transcribing. I went back to the participants to do participant validation of the data collected to ensure credibility and trustworthiness of the research.

Data Processing and Analysis

Responses from participants in the interview were transcribed. According to Gillham (2005), transcription is the process of producing a valid written record of an interview. The Intelligent verbatim transcription method was used. This is the most common method where one writes down every word, but without irrelevant fillers like “uhm”, “yeah”, “you know” etc. To improve readability, you can also fix grammar mistakes, broken sentences and long paragraphs (Streefkerk, 2019). This method is more readable than verbatim transcription, but some data such as emotions, pauses and hesitation — is lost in the process. The interview data were analysed by means of thematic analysis.

According to Gillham (2005), Qualitative data analysis consists of identifying, coding, and categorizing patterns or themes found in the data. Responses from participants were interpreted by me by way of analysis (interpretive approach of data analysis). Responses from each interview items were transcribed verbatim by me and with the help of a fellow researcher. As I read through the transcribed data, I took notes on what message the respondents were trying to convey. With this information, I assigned codes to particular sections of text. After finding codes that repeated themselves in several transcripts, I developed these codes into several themes.

After reviewing the transcripts, assigning codes, and developing themes, I checked the accuracy of the interviews of my participants. I used member checking as a strategy to strengthen my study’s findings. Member checking was used to ensure the credibility of this research. Member checking is primarily

used in qualitative inquiry methodology and is defined as a quality control process by which a researcher seeks to improve the accuracy, credibility and validity of what has been recorded during a research interview (Coffey & Atkinson, 1996).

Member checking is also known as participant verification (Rager, 2005), informant feedback, respondent validation, applicability, external validity, and fittingness (Morse, Barrett, Mayan, Olson, & Spiers, 2002). After I completed a draft of the findings and discussion, I met with each woman again to verify the quotations from her transcript that I would be using, to share my findings. I had incorporated member checking into my research plan to ensure a high quality for the study. Member checking provided me with an opportunity to connect once again with each participant under circumstances that were less intense for me. I found out that my participants had benefited from the interview process and had also encouraged them to still go higher in their academic ladder.

In achieving a basis for transferability, I collected and provided background data on the participants and institutions to provide context and described the phenomenon to allow for comparisons. I also documented and described the research process, including data collection and analysis procedures and the participant recruitment strategies. In ensuring dependability, I took steps to help ensure as far as possible that the work's findings are the result of the experiences and ideas of the informants.

Summary

The research is a qualitative research therefore interview guide was used to collect data from participants. The purposive sampling was used to purposively select participants that will best facilitate the researcher. The study also adopted

the census method since all the seven females in higher positions in TTU were used for the study. There were very few books on females in academia and administration to help me in my work. It was very difficult getting my participants to interview due to their busy schedules. Some vital information for the study were withheld due to the sensitive nature of the topic under study.



CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

This chapter discusses the results of the analyses of the responses received from participants. The researcher employed the interview method since the research is qualitative in nature. The responses were transcribed and transcripts were analysed using thematic analysis. The emerging themes were discussed and backed with relevant literature. The research questions were four and each of them had sub questions under them. The research questions are:

1. What are the reasons for the underrepresentation of females in leadership positions in Takoradi Technical University?
2. What factors militate against females from taking up leadership positions?
3. What leadership styles do females in leadership positions in Takoradi Technical University exhibit?
4. What are the effective strategies that can be used to help empower females to take up leadership positions?

Analyses were done for the two groups of participants; namely the Administrators and the Teaching staff (Academics). The two groups were all females occupying leadership positions.

Biographical Data of Participants

The bio data of participants included their age, marital status, number of children, highest educational qualification, rank, position, number of years of current position, number of years of current institutions. The participants for the

study were females occupying leadership positions either in Academia or Administration. The analysis of their bio-data is presented in tables 1 and 2.

Table 3: Biographical Data of Participants of Female Academic Leaders

Pseudo-nym	Age	Marital status	No. of chn.	Highest Educational. Qualification	Position Held	No. of yrs. in current Position	No. of yrs. in current Institution
Rita	42	Married	1	PhD	Dean	6 months	13 years
Mary	55	Widow	1	Masters	HoD	2 years	15years
Rode	50	Married	2	PhD	Dean	1 year	18 years

Source: Field Survey, 2019.

Note: Highest Educational Codes: PhD (Doctorate of Philosophy Degree)

Employment status Codes: HoD (Head of Department) Snr Lec (Senior Lecturer)

At the Academic section females in leadership positions such as the Head of Department of Hospitality Department, the Dean of the School of Applied Sciences, and the Director of Business Studies were interviewed. As can be inferred from table 3, participants were above 41 years and below 56 years. All participants were married with the exception of one being widowed. All participants had at least a child. This means that majority of them were combining both professional or office duties and domestic responsibilities since they were married and had children. They therefore share their time between the home and the administrative duties or academic duties. Participants represented a variety of educational backgrounds with at least a Masters degree. Two out of the three Academics interviewed had a PhD and one had a Masters degree. The table depicted that participants have been at their current positions between a minimum of six months and a maximum of two years. The table also depicted that participants have worked at the current institution from thirteen years to eighteen years.

Table 4: Biographical Data of Participants of Female Administrators in Leadership positions

Pseudo-nym	Age	Marital Status	No. of Chn.	Highest Educational Qualification	Position Held	No. of yrs. in current position	No. of yrs. in current institution
Lily	45	Married	2	Masters	Snr. Asst. Registrar	2 yrs.	10 yrs.
Lucy	44	Single	None	Chartered Accountant	Internal Auditor	5 yrs.	20 yrs.
Julie	50	Married	2	Masters	Director of IPELO	2 yrs.	12 yrs.
Gifty	52	Married	3	Masters	Registrar	6yrs	14 yrs.

Source: Field Survey, 2019.

At the Administrative section female leaders such as the Registrar, Director of International Programmes and External Linkage Office (IPELO), Director of Internal Audit, Senior Assistant Registrar were also interviewed. As can be inferred from Table 4 all participants were above 43 years and below 53 years. All participants were married, with the exception of one being single. Two participants have at least a child and one has no child. This means that majority of them were combining both professional or office duties and domestic responsibilities since they were married and had children. They therefore share their time between the home and the administrative duties. Participants represented a variety of educational backgrounds with three of them having a Masters degree and one being a Chartered Accountant. This depicted the fact that one has to acquire at least a Masters Degree to be able to acquire a leadership position. The table depicted that participants have been at their current position between a minimum of two years and a maximum of six years.

The table also depicted that participants, have worked at the current institution from ten years to twenty years.

It is noticed that, the Academics have the highest educational qualification than the Administrators. The Academics have two PhD holders and one Master degree holder whereas the Administrators have a maximum qualification of three participants having Masters degree and one participant being a Chartered Accountant. The research questions are four (4) and for each of the research questions, sub questions were asked under them and themes were derived from each of the sub questions.

Research Question 1

What are the reasons for the underrepresentation of Females in leadership positions in both the Academic and Administrative sections in Takoradi Technical University?

Sub Question 1: In your opinion what are the reasons for the underrepresentation of females in leadership positions in both the Academic and Administrative sections in TTU?

The themes that were derived from sub question (1) were:

1. Low level of education of females working in Takoradi Technical University
2. Females are afraid to take up leadership positions
3. Stereotyping (Work-home role conflict)
4. As a result of the technical nature of the programmes run in TTU

Theme 1: Low level of education of females working in Takoradi

Technical University

Evaluating the reasons for the underrepresentation of females in leadership positions in Takoradi Technical University, all the participants mentioned that the low level of education of females in TTU is the major reason. Rita, Mary and Rose who are Academics or Teaching staff had this to say.

Rita indicated that:

For one to be given a leadership position in Takoradi Technical University it is based on the individual's qualification that is the person's educational level. Therefore if one's level of education is high like Masters and above definitely the person has a chance of taking up leadership position. It is realized that, the number of females who graduate from the various levels to the University are few therefore few females graduate with Masters or PhD degrees.

Mary hinted that:

Females are underrepresented in leadership positions because of their low academic qualifications. Females do not go higher in their academics. Some females see higher education to be too expensive and so it discourages them from going higher in their educational ladder.

Rose shared that:

Females are not able to go higher in their academic ladder to enable them occupy leadership positions. When they attain the first degree they are comfortable with it and so they do not strive to go higher. Some Ghanaian females perceive that they have already achieved more than enough for a woman.

Lily lamented that females' level of education is not high enough to enable them take up leadership positions in TTU. Despite the fact that a lot of females work in TTU just a few of them have acquired Masters Degree and PhD.

Lucy expressed that:

Females at the Basic education level are many, but as they climb higher the academic ladder they reduce in number. This is seen everywhere even outside Ghana. This indicates that females do not strive higher at the educational level and because of this they are not able to acquire the required qualification that will enable them occupy certain leadership positions.

Julie explained that obnoxious socio-cultural practices such as stereotyping prevent females from striving to attain higher education.

Gifty said:

There are a lot of females working here in TTU but surprisingly there are only a few of them who have attained either a Masters or PhD. The males are striving higher in the academic ladder so definitely they have the chance of occupying the leadership position hence few females with high qualification occupying leadership positions.

A study by (Gumbi, 2006) says that Leadership in higher education is still a man's world and universities are male dominated institutions. United Nation statistics, national reports and studies initiated by non governmental organizations in 2005 repeatedly showed that girls, as a group, had lower literacy rates.

Opare (2005) posited that there is the lack of ambition on the part of many Ghanaian women. Once they have attained a certain level in management where they feel comfortable, they do not want to rock the boat (p. 6).

From the responses of both Academics and Administrators, there is no doubt that low level of education is a major factor that contributes to the underrepresentation of females in leadership positions in Takoradi Technical University. Undoubtedly all academics and administrators responses indicate the need for higher academic qualification in order to acquire higher positions.

Theme 2 Females are afraid to take up leadership positions

Fear of taking up leadership positions was an issue most participants attested to as a reason for underrepresentation of females in TTU. They gave various explanations as follows:

Mary an academic explicitly stated that:

Some females are scared and lack confidence to take up leadership positions for the fear of not being able to perform the task well. For this reason, females hesitate to take up leadership positions because they think the males can perform the task better and so females refuse to take up leadership positions when they even have the qualification.

Lily lamented that:

Some females underrate their capabilities as a result of fear. They are afraid they might make mistakes or they may not be able to work up to their expectations and so they refuse to take up leadership positions and think that the males are better leaders than them.

Lucy opined that:

Females hesitate to take up leadership positions, but rather want to help those in leadership positions (leaders) because they think the males are the right people to occupy those positions and perform better. So females usually would rather want to assist.

Gifty also said that females are afraid and unwilling to take up leadership positions because of the criticisms that come with the job. As a result of this fear, females underrate their capabilities and tend to think that males are much better leaders than them and so they hesitate to take up leadership positions even when they have the opportunity.

In talking about females being afraid to take up leadership positions, literature has the following to support this theme. Schein (2007) indicated that, a male appear more qualified by virtue of his gender alone, than does a female to enter and advance in management. According to Hackman and Johnson (2004, p. 306), “negative stereotypes and discrimination lower the self confidence of some females, making them reluctant to take risks and to strive for leadership positions”. Similar observations were made by Coleman (2002) when she commented that in a society where men are more likely to be leaders and where females have been stereotyped into playing a supportive or subordinate role, it is not entirely surprising that females are less likely to plan a career that includes leadership.

According to KPMG Women’s Leadership Study (2018) on Moving Women Forward into Leadership Roles, more than half (56%) of all working women reported that as females were more cautious about taking steps toward leadership roles. The study further indicated that females had difficulty

envisioning leadership in their future. In fact, six in 10 women (59%) indicated they sometimes find it hard to see themselves as leaders. According to Kellerman & Rhode (2007), most women view themselves as less deserving of rewards than men are for the same performance and on the average, are also less willing to take the risks, or to seek the challenges, that would equip them for leadership roles.

From the responses of these participants, it was revealed that fear was another issue that has contributed to the underrepresentation of females in leadership positions. It came to light that some females though may have the qualification, the skills and the ability to take up leadership positions they most often reject it as a result of fear. Fear of criticisms and the inability to perform to expectation. As a result of this fear, females are often seen playing the subordinate roles.

Theme 3 Stereotyping (work-home role conflict)

Another theme that came up was the issue of stereotyping (work-home role conflict). That is females having specific roles to perform in society. Females generally are said to belong to the kitchen and not the classroom and this has hindered females' education. Most participants raised this concern.

Mary an Academic explicitly stated that:

The stress associated with marriage, child bearing (parenting) and taking care of the family and other family obligations tend to put fear in females. This makes females forgo leadership positions and rather concentrate on their marriage, child bearing and other family obligations because they are afraid they cannot combine these with their official duties.

Julie, an Administrator said:

The stress and risk in combining leadership positions and family responsibilities makes females shy away from taking up leadership position, because as a female culturally you are expected to perform certain task such as child bearing, taking care of family etc. and combining these domestic tasks with office work is very tedious. This impedes females from getting ahead in their careers and rise to higher positions.

Gifty also had this to say:

Some male do not want females as their leaders. They just cannot stand females taking up leadership positions. Males usually think the female is meant for the kitchen and so they (females) do not need to compete with them (males) for leadership positions. Males think females are best suited for the kitchen". She added that, "my elder sister and brother both had admission into the Secondary School but my father allowed only the male to go to the secondary school and neglected the female with the notion that the female will soon marry. Meanwhile my brother who was given the chance to go to secondary school went but was not able to perform and messed up.

In talking about Stereotyping (work-home role conflict) as another reason why females are underrepresented in TTU literature has the following to support this theme. "Motherhood triggers powerful negative competence and commitment assumptions" that can result in a "maternal wall" of bias that is an "order of magnitude" more powerful than other biases". (Williams, 2004). Balancing work and family responsibilities is one of the most challenging

obstacles for women seeking leadership positions (Eagly & Carli, 2007; Sandberg, 2013), and it can be especially daunting for the millions of working women raising children on their own (Hess & Kelly, 2015). Females are usually the primary (if not the only) parent caring for children and other family members during their peak years in the workforce and they are more likely to work part time (U.S. Bureau of Labor Statistics, 2016). These statements from these scholars find support from Barnett (1993) who indicated the existence of two stereotypes based on gender, a masculine and a feminine one.

The masculine stereotype supposes that men are good at those tasks that belong to the masculine stereotype and females are good at those tasks linked to the feminine stereotype. This includes outdated attitudes about women's roles, career aspirations and ability to lead or manage. Dorsey (1996, p.30) also explains; "from an early age, daughters are groomed for their marriage roles of wife, mother and food provider, and they are conditioned from an early age to believe that a woman is inferior to a man and that her place is the home". These views confirm findings by Hackman and Johnson (2004) that, cultural expectations work against women who aspire to leadership positions. "Not only are men and women viewed in different ways, but those characteristics defined as masculine are given higher status" (p. 305).

Hackman and Johnson (2004) further indicated that "negative stereotypes and discrimination lower the self confidence of some females, making them reluctant to take risks and to strive for leadership positions" (p.306). Traditionally, females have assigned roles which deprive them from taking up leadership positions and soaring higher in their areas of endeavours.

DeMatteo, (1994) also added that sex roles stereotyping of managerial work can result in the perception that females are less qualified than men for management positions. Views from these scholars support the reason why majority of my participants attested to the fact that gender stereotyping is a contributory factor to the underrepresentation of females in leadership positions in TTU. Feedback from the interview indicates that both Administrators and Academics sometimes have to send unfinished work home. The issue of stereotype can actively affect women pursuing leadership roles since some employers may assume that women's care - giving commitments make them inappropriate candidates for jobs which are highly demanding.

Theme 4: As a result of the technical nature of the programmes run in TTU

In discussing this theme Rose and Gifty shared similar views that the technical nature of programs run in TTU has led to more males dominating than females. This is what they had to say.

Rose an Academic opined that:

It is because of the technical nature of the programs run here. This institution was a technical institution those days before becoming a polytechnic and now a technical university. Courses that were being run those days were craftsmanship type programmes such as Welding, Carpentry, Building, Painting etc. Traditionally, these programs are male oriented with males teaching the courses. So the institution already had males as both teaching and non teaching staff. The trend continued till now where we have other courses such as Catering, Secretarial

studies, Purchasing and Supply, ICT etc. being added and we had females coming on board to teach and work here.

Gifty also indicated that:

TTU is a male dominated area because of the technical nature of the programs run here. Most of the programmes run are technical in nature and females do not want to take up such programmes. Thus a lot of males head most of the departments.

Metz and Samuelsen (2000) stated that differences exist across disciplines in the degree to which sexual stereotyping occurs. Society has a pervasive view that science and engineering professions are “male-dominated” thereby causing negative attitudes toward these disciplines among females. Fagerson (1990) suggested that women’s experiences may be influenced not only by their gender and the attitude of those in power, but also by the organizational context, including a firm’s history and industry policies. The responses of the interviewees indicate that, the technical nature of programmes run in TTU is a contributory factor to the underrepresentation of females in leadership positions. To a greater extent, the findings of this study support studies of Metz and Samuelsen (2000) and Fagerson (1990) whose research talked about sexual stereotyping.

Research Question 2

What factors militate against females from occupying/taking up leadership positions?

Two sub questions were asked under this research question. They are:

Sub Question (1): How are females in leadership perceived by males in leadership positions?

Sub question (2): Please share some factors that inhibit or militate against females from taking up leadership positions.

Sub Question 1

How are females in leadership perceived by males in leadership positions?

The themes that were derived from this question are as follows:

1. Females are perceived as bossy, disrespectful and witches
2. Females are perceived as weaker vessels
3. Females are perceived as principled, strict and hardworking people.

Theme 1: Females are perceived as bossy, disrespectful, and witches

With regard to how females in leadership positions are perceived by men in leadership positions, Rita, Mary and Gifty had the same view. They expressed their views as follows:

Rita an Academic mentioned that:

Males usually perceive females who are in leadership positions as disrespectful, rude, arrogant and proud and that they just give orders any how.

Mary an Academic said:

Males perceive females as bossy' that is females tend to command others unnecessarily to show that they are in authority.

Gifty also mentioned that:

Some men perceive females to be disrespectful and are witches and have used their witchcrafts to bewitch both their colleagues and subordinates and so when they give instructions they follow.

In talking about females being perceived as bossy, disrespectful, and witches literature has the following to support this theme. Rosener (1990)

indicates that females or women who display masculine leadership styles are frequently disliked by their subordinates and called them names such as “Dragon lady”, “Bitch”, “Alomo macho”, slim macho” because they do not display the feminine qualities that are expected of women in the society.

However, if females choose instead to embrace the traditional feminine roles, while they may be viewed as likeable people, they may lack the task-oriented trait we associate with competence (Rosener, 1990). So there seems to be no way for females to satisfy the expectation, because either way, there are problems associated with any one situation.

Theme 2: Females are perceived as weaker vessels

The perception that men have about females that females are weaker vessels cannot be ignored. Lucy and Julie, all administrators shared the same view that females are perceived as weaker vessels. This is what they said respectively.

Lucy said:

Some men see females as weaker vessels or soft and therefore underrate their capabilities. Males think they can perform better than females which is, their traditional mind set. They think females are mothers and wives and have to manage their homes and so they think it will be difficult for females to manage the home and the office when they are in leadership positions. Some females themselves also think that males are more intelligent than them and that, males are better able to handle situations. Lucy stressed that I believe in equality in the sharing of resources including holding leadership positions because there is an iota of truth in the fact that what men can do women can also do especially when it comes to work. There are some females who are very intelligent,

good managers and directors. Some males still look down on females who hold leadership positions and it's all over the place, right from the institutions to the government level although there are more females than males in the country.

Julie was of the view that:

Most males perceive females to be weaker vessels when it comes to leadership positions. She objected to this perception and emphasized that it is the society that has made it so but in actual fact females are not weaker vessels because when females are given task to perform they are able to perform it very well just like what the males would do and sometimes females even perform the task better than males. As the saying goes 'what a man can do a woman can also do it'. Therefore females should not be branded as weaker vessels.

In talking about females being perceived as weaker vessels, literature has the following to support this theme.

Isaac, Griffin and Carnes (2010) reported that implicit biases toward masculine leadership behaviors remain strong despite a growing number of women occupying positions of leadership. This indicates that, despite the fact that females are making inroads they still confront distinct barriers that derail their progress. There is a perception that, given the idea of a woman's competence and qualifications, a female would seemingly be unfavorable based on the masculine definition of effective leadership (Guidry, 2007; Abramson, Goldberg, Greenberg, & Abramson, 1977). A study by Ratcliff, Vescio, and Dahl (2015) found that when participants in hypothetical leadership roles relinquished power to co-workers, they were more likely to relinquish power to

male co-workers than female co-workers, and they were more likely to view men as more competent in leadership roles than women.

From what the two participants said concerning the fact that females are perceived as weaker vessels, both participants from their submissions expressed that, this perception of females being weaker vessels should be discarded by all who perceive females as such and rather encourage and support them to unleash their potentials.

Theme 3: Females are perceived as disciplined, principled, strict and hardworking

The notion that men perceive females as principled, discipline, strict and hardworking cannot be under estimated. , Lily, Lucy and Gifty also shared their views as follows:

Lily mentioned that:

Females by nature are more disciplined and principled and so the males see them to be difficult. She added that females always want to go according to the laid down rules and insist that people go according to the laid down rules and regulations and so the men see them as principled, discipline and difficult. In addition, females would also want to work hard at whatever positions they are occupying to prove a point and so they are said to be strict and difficult.

In addition, Lucy brought to light that some males perceive females as hardworking and equal to them and are able to perform the same task as males. Her colleague men see her as equal to them and respect her as such. She added that being a female does not prevent her from giving out her best. Lucy pointed

to the fact that she is capable of performing the task given her just like her colleague males.

Moreso, Gifty mentioned the fact that Females are perceived as people who can go the extra mile or are hard working. She said one of her male colleagues attested that females are serious and hardworking because they are able to combine other activities with their official duties.

Some research indicated that there is no difference in leadership ability amongst genders and that women are rated more competent in taking initiative, practicing self-development, integrity and honesty and driving for results (Yukl, 2002). Rohmann and Rowold (2009) communicated that compared to males, female managers are characterized with behaviours that are displayed as generating pride and respect for them, while simultaneously women presented to be a role model that followers consider trustworthy and energetic, together with transmitting a vision through strong communication that exhibits optimism and enthusiasm.

Sub Question (2)

Please share some factors that inhibit or militate against females from taking up leadership positions?

In analyzing this question, three themes were derived. They are:

1. Family obligation/responsibilities such as Marital and Maternal obligations
2. Lack of support from females, females are their own enemies
3. Lack of confidence and fear of victimization on the part of females to hold leadership positions and also females are afraid of their age.

Theme 1: Family responsibilities such as marital and maternal issues

Family responsibilities such as marital and maternal issues were seen to be contributory factors that militate against females from taking up leadership positions. Marital issues such as marriage, cooking, washing, cleaning for the husband as well as maternal issues such as pregnancy, giving birth, taking care of the baby etc. are some of the factors that militate against females from taking up leadership positions. Majority of respondents mentioned that marital and maternal issues militate against females from taking up leadership positions. A participant mentioned that marital and maternal issues have delayed her progress in academics. She said that had it not been these marital and maternal issues she would have acquired her PhD long ago.

Rita expressed that:

Family obligations like marriage, child bearing, taking care of the family contribute a lot to the performance of females in leadership positions. Marital and maternal responsibilities, makes it difficult for females to further their education since it is stressful combining pregnancy issues, motherhood or parenting with studies.

Lucy said:

Child bearing and taking care of our families delay females from pursuing their careers although they have the desire to progress.

Julie also explained that:

Marital and maternal obligations is a major factor that militate against females from taking up leadership positions in the sense that it is difficult combining them with schooling or office work.

Morrison (1992) argues that, women fail to plan their careers, to build networks and support systems, to locate and maintain effective mentoring relationships and have been socialized to subordinate their career in favor of their families (Fagenson and Jackson, 1994). Lantz (2008) noted, “subtle yet challenging aspects of social, gender, and family roles exist that influence women’s career progression” (p. 297)

Theme 2: Lack of support from other females

Two participants attested to the fact that their fellow females (those in higher positions and those who are not in higher positions) do not support them. They shared their views as follows:

Rita stated explicitly that:

When females see their fellow females in leadership positions, instead of supporting them to excel, they rather gossip about them. They will do everything possible to discourage them from taking up leadership positions. Females usually do not get along with their fellow females.

Rose also stated that:

Females are said to be their own enemies in the sense that a female will rather support a male and not a female. She added that females have this attitude of ‘pull her down’ syndrome. Once they can’t get to where a female colleague has gotten to, all they can do is to do everything to pull her down. Those females who have been able to succeed also fail to support other females to also succeed.

A research by Cooper (2016) mentioned that The Queen Bee belief, argues that in reality women just can’t get along. According to Carli and Eagly (2001), females lack mentors and coaching from previous leaders. These issues

may have caused females over the years not to seek high level positions of leadership. The issue is not because of a lack of confidence, qualifications, and skills but because they are not receiving the support of each other. A research by Cooper (2016) says that “The reason why there are so few women at the top is not because of discrimination, it’s that women are just less committed to their careers”, and unsupportive of initiatives to address gender inequality.

According to Searby and Tripses (2006), females in positions of power, fail to help other women succeed. Kanter (1993) suggested that they (females who have succeeded) fear other successful women challenging their power. Feminist and critical race theorists suggest that women can be both the oppressed and the oppressors.

Theme 3: Fear of taking up leadership positions

The issue of fear is another area of concern that came up as a factor that hinders females from taking up leadership positions. Three participants shared their views as follows:

Rose stated that:

Females lack the confidence to take up leadership positions because they think they may not be able to perform well. Some females cannot stand the many criticisms and victimizations that will come from people when they make mistakes. Therefore, in order to avoid these criticisms and victimizations they will not take up any leadership position at all. These criticisms and victimizations associated with the job makes it difficult for females who are capable of leading to take up leadership positions.

Mary said:

Females are afraid of victimizations associated with the positions. Lack of confidence on the part of females to hold leadership positions is also a major reason that militates against females from taking up leadership positions”. Females have fear concerning their age, they think they cannot study or go to school when they are old. Some also think that when they are young and are in leadership positions and they give instructions it will not be obeyed. Some females think that their age can deter them from getting leadership positions. That is being too old or too young to occupy a particular position. This militates against females from taking up leadership positions.

Gifty also mentioned that:

Females are afraid of victimizations and criticisms associated with the job and so they refuse to take up leadership positions. Combining domestic activities such as marital issues, child bearing or parenting, and taking care of the home with job are the predominant factors that militate or inhibit females from taking up leadership positions. Females’ prioritization of family roles at the expense of their career advancement is not new.

Logan (1999, p. 4) observes that: “culturally defined, desirable feminine behavior was nurturing and caring for others, placing importance on relationships and the quality of life”. This may be the reason why females in leadership positions in this study gave preference to family roles rather than to their own career advancement and so neglected taking up leadership positions.

Riches (1988) referred to females' perceived role of family care as the "woman's place" model. The role is driven by conformity with social norms and stereotypic gender roles among others.

All this is maintained by "the socialization and sex-role stereotyping" which explains why females tend not to involve themselves in leadership positions (Peterson & Runyan, 1999). Some studies also explained that women were less likely to believe they were qualified to run for office and likely to doubt their qualifications based on a lack of confidence (Dolan & Ford, 1998). Bengtsson, Persson, and Willenhag (2005), contend that, in general, men can be characterised as more confident than women.

Research Question 3

What leadership styles do Females in Leadership positions in Takoradi Technical University exhibit?

Four sub questions were asked under this question. They are:

Sub Question 1: Would you say that females demonstrate the same leadership styles as males do? Please share your opinion.

Sub question 2: Would you say that females show the same aggressiveness and drive to get ahead in their careers that successful men exhibit? Please share your opinion.

Sub question 3 Must females have special qualities to be in leadership positions? Please share your opinion.

Sub question 4: What are the leadership styles that females exhibit in their leadership positions?

Sub question 1: Would you say that females demonstrate same leadership styles as males do? Please share your opinion.

Answers to this question brought out the following themes:

- (1) Females do not demonstrate same leadership styles as males do
- (2) Females demonstrate same leadership styles as males do

Theme 1: Females do not demonstrate same leadership styles as males

On the issue of whether females demonstrate same leadership styles as males, majority of participants were of the view that females do not demonstrate same leadership styles as men do. The idea being that the male and the female are two unique individuals with unique talents, gifts and abilities. Rita, Mary, Rose, Lily, Lucy and Gifty had this to say:

Rita expressed that:

No, females demonstrate different leadership styles from males. For instance females normally do not talk about issues. They tend to be resentful. They usually hide their feelings. Males are not like that, they talk about issues. Men will fight over issues and in the next minute you see them drinking beer together. Females will hide their feelings after fighting as if all is well meanwhile she has not forgiven. Females will not easily forgive when one offends them but rather pay back at the appropriate time.

Mary said that:

Females even do more than men. Females are more dedicated and work really hard because they are very few in that position and so would want to work hard to prove that they are up to the task.

Rose expressed that:

No females do not demonstrate same leadership style as males because females have something extra. God created females differently from

males. Females are more patient, more considerate because females are mothers they are able to handle situations better than males.

Lily emphasized that:

No, females do not demonstrate same leadership style as males do. Females will even go a notch higher because of the perception that females are weak and so when they get the opportunity or the position they want to work harder to prove a point to show that they are equal to the task.

Lucy opined that:

A male and a female are two unique individuals. They are two different individuals so I don't expect the two of them to show the same leadership styles. She added that females are brought up as managers naturally. For instance, I have a boy and a girl at home. The girl is younger than the boy but her managerial style is different from that of the boy and she also manages the home very well than the boy. Females naturally, have managerial skills such as managing human beings, time, resources, etc. than men or males.

Gifty also mentioned that females go beyond what males do by bringing in the feminine nature in them. There are certain things that the male will brush over but the female will look beyond that. Females take things into detail but males do not.

A research by (Yukl, 2002) indicates that there is no difference in leadership ability amongst genders and that females are rated more competent in taking initiative, practicing self-development, integrity and honesty and driving for results. Researchers have also found that women tend to adopt a

transformational leadership style, which motivates followers through charisma, intellectual stimulation, and consideration of the individual (Bass & Riggio, 2006, as cited in Matsa & Miller, 2013). Research conducted by Eagly and Karau (2002) bears out this fact as well that, women often have to work harder to be viewed as competent as men.

Theme 2: Females demonstrate same leadership styles as males do

On the issue of whether females demonstrate same leadership styles as males do, Rose and Julie shared similar views.

Rose was of the opinion that:

It depends on the position because certain positions come with their rules and responsibilities. There are laid down rules for everyone to follow and go by so if there are laid down rules for both male and female leaders to go by then both of them will have to go according to the laid down rules. Women can and do use typically male leadership styles.

Julie also expressed that:

Females demonstrate same leadership styles as males. It is possible to see both males and females who will demonstrate either the democratic or the autocratic leadership style.

In talking about females demonstrating same leadership styles as males, literature has the following to support this theme. All things considered, men and women lead in similar ways (Dobbins & Platz, 1986; Klenke, 1993). Research indicates that there is no difference in gender on perceived managerial efficiency: women and men are equally efficient in managerial work (Shadare, 2011).

From the responses given by participants, majority of them made it clear that females by nature have unique features that help them to stand out and perform in an outstanding manner.

Sub Question (2)

Would you say that females show the same aggressiveness and drive to get ahead in their careers that successful men exhibit?

The following themes were derived from this question.

- (1) Females show same aggressiveness and drive to get ahead in their careers as their male colleagues
- (2) Females do not show same aggressiveness and drive to get ahead in their careers as their male colleagues

Theme 1: Females show same aggressiveness and drive to get ahead in their careers that successful men exhibit.

On the issue of whether females show same aggressiveness and drive to get ahead in their careers that successful men exhibit, majority of the participants were of the view that females show same aggressiveness and drive to get ahead in their careers that successful men exhibit. The following participants expressed their views as follows:

Rita was of the view that:

Females will show same aggressiveness and drive to get ahead in their careers as exhibited by successful men. Females' aggressiveness is not openly seen by people, but in their own small ways they are aggressive. Naturally, females are emotional, they think a lot about the future before they take decisions. Males will take certain risks that females will not.

Mary expressed that:

Females demonstrate same aggressiveness and drive to get ahead in their careers that successful men exhibit because females usually do things quietly and gently and would not want other people to know what they are doing but before you realise they have finished. Females usually want to do things at their own pace.

Rose indicated that:

People have different drives, there are some females that are very aggressive, there are some that are not too aggressive, they move at their own pace. However, females show same aggressiveness and drive to get ahead in their careers. She also added that it will also depend on the situation. If a female holds a leadership position and is also a wife, a mother and a home maker, this drive is inhibited because she is controlled by other things. There are females that are single and hold leadership positions, for them they don't have much commitments. They have a better drive than those females who have to manage their homes as well as manage their positions. Men are not controlled by any other thing or external factors. For this reason, they are always rising higher and faster than the females.

Julie stated explicitly that females show same aggressiveness and drive to get ahead in their careers as males do because females are competing with males in various careers these days.

Gifty indicated that:

Females these days are very aggressive to attain leadership positions.

Females are studying hard and striving to soar higher in whatever fields they find themselves.

In talking about females being aggressive as males, literature has the following to support this theme. Findings from several research works revealed that females are as aggressive as their male counterparts (Brown, 2004; George, 2003).

Theme 2: Females do not show same aggressiveness and drive to get ahead in their careers that successful men exhibit.

Some of the participants were of the view that females do not show same aggressiveness and drive to get ahead in their careers as successful men exhibit.

This was the view of Lily:

Females do not show same aggressiveness and drive as men do because females encounter certain hindrances such as family obligations that prevent them from being aggressive. She added that most females will relax and take care of their homes. Very few females are aggressive in following their careers. The trend is however changing. Females are multitasking and managing their homes as well as their jobs.

Lucy opined that:

Females are not aggressive, they rather use drive and coercive words to get things done. For instance I can get the same thing that the man has got or what she wants without necessarily being aggressive. Sometimes if I want my colleagues or subordinates to do something for me, I use some coercive words.

In talking about the fact that females do not show the same aggressiveness and drive to get ahead in their careers as their male colleagues, literature has the following to support this theme.

Eagly and Karua (2002) females are said to be more communal and males as more agentic. Communal characteristics are primarily concerned with the welfare of the people, including attributes such as compassion, kindness, sentimental, helpful and generous. Agentic characteristics describe a more assertive, dominant and confident tendency, including attributes such as aggressive, ambitious, independent and self confident. Agentic characteristics have traditionally been aligned with leadership roles. Eagly & Karua (2002). There is a common belief in almost every culture in this world that men are more aggressive than women. As stated by Eagly and Steffen (Franzoi, 1996).

A research by (Eagly & Carli, 2007) states that it is less appropriate for females to be aggressive or assertive in getting deserved developmental or promotional opportunities. All participants who are Academics attested to the fact that females are aggressive as their colleague males. Other participants who are Administrators were of the view that females do not show same aggressiveness and drive as men do.

Sub Question (3)

Must females have special qualities to be in leadership positions?

In responding to whether females must have special qualities to be in leadership positions, the following themes were derived:

- (1) Females do not need special qualities to be in leadership positions
- (2) Females need special qualities to be in leadership positions

Theme 1: Females do not need special qualities to be in leadership positions

Some participants like Rita, Mary and Lily were of the opinion that females do not need to have special qualities to be in leadership positions.

Rita stated that:

I don't think that females need special qualities to be in leadership positions. It's all about learning. It's about time we stopped talking and complaining about people not having certain special qualities and rather consider their academic qualifications. Also, females need to listen to people both males and females so as to tap their brilliant and good advices and criticisms that will help us. She also added that when females are put in leadership positions, they rather have to serve the people instead of being served.

Mary stated that, females do not need to have any special qualities to enable them acquire leadership positions. If a female is qualified for a position and has the needed requirement, she must be given the opportunity.

Lily was of the view that:

Females do not need to have special qualities to enable them occupy leadership positions and so the qualities required from females should be the same qualities required from males.

In talking about the fact that females do not need special qualities to be in leadership positions, Reavley (1990) feels there is a reason to believe that the lead manager cannot be characterized as either male or female. Leadership or Management requires a mixture of abilities and skills, some of which are perceived to be feminine and some masculine.

Theme 2: Females need special qualities to be in leadership positions

On the issue of whether females need special qualities or not, Rose, Lucy, Julie and Gifty were of the view that females need to have special qualities to enable them occupy leadership positions.

Rose mentioned the fact that females should have special qualities such as honesty, dedication, hardworking, high level of integrity and going the extra mile. In other words, it beholds on females who would want to be in leadership positions to possess special qualities.

Lucy said:

Certainly, females must have something different or special to enable them acquire leadership positions. I think naturally, females already have these special qualities otherwise they would not have been able to combine all the tedious domestic chores with their official or office duties.

Julie indicated that:

Females and any other person who wants to be in leadership position must have special qualities since it is not everyone who can take up a leadership position even with high qualifications. It takes people with special qualities such as hardworking, tolerance, self discipline, etc. to be in leadership positions.

Gifty opined that:

Female should have special qualities. She should have an open mind to accept whatever criticisms made about her work. She should be assertive, she should be bold and outspoken. For instance, if you go for a meeting and a point is made and you are not in favour, be assertive to

say no and ensure that whatever you say is recorded. She should be respectful. If you want to be respected, you should reciprocate it. Even the labourer must be respected. Have respect for everyone. Be able to control your temper since you will be confronted with a lot of criticisms, you don't need to go about fighting with people. You should be a team player. You cannot do everything on your own. You may need a confidant subordinate. You need others to support you. For instance you can seek the minds of your subordinates before you go for board meetings. You don't have to be dorsal such that you take in anything that anyone tells you without analyzing the situation.

On the issue of the fact that females need special qualities to be in leadership positions, literature has the following to support this theme.

It is important to note that the differences that exist in men and women traits points out how the traits of women leaders link with the characteristics of exceptional leadership. The research of Eagly and Johannesen-Schmidt (2001) asserted, "Although men and women did not differ on task-oriented style, the very small tendency for women to be more inter-personally oriented than men was significant" (p. 788). The authors continued, "On measures that assessed tendencies to be democratic versus autocratic (or participative versus directive), men were more autocratic or directive than women, and women were more democratic or participative than men" (p. 788). The study of Eagly and Johannesen-Schmidt (2001) illustrated the benefits of the leadership style of women over men.

Women naturally are more "people persons" than men because they are comfortable in relating on one-to-one basis with people at all levels of an

organization. Whereas, men tend to act impersonally and do not interact at all levels; they are exclusive (Spencer, 2011). Females are better at conflict management since they have better communication and listening skills and show more tolerance and empathy (Kiamba, 2008). Females are able to be more creative because they tend to be more empathetic. Females' empathy enables them to look at business issues through a wide-angle lens verses men who tend to have tunnel vision (Spencer, 2011). Females attend more to the individuals they work with, by mentoring them and taking the latter's particular situations into account.

According to negotiation research, female bosses tend to fight harder for their subordinates, getting better salaries for their teams (The Editors, 2009). Females who are either in leadership positions or aspire to climb the ladder of promotion toward top management jobs should not be shy to project feminine traits such as being caring, empathetic, trusting, sharing, and empowering. Moutlana (2001) encourages females to acknowledge these traits as strengths and weaknesses for it is possible that a persistent display of such values can make them "core values" that will be embraced in future organizations as the normal culture.

Majority of the participants who are Academics opined that females do not need to have special qualities in order to occupy leadership positions, and that if a female is qualified for a position and has the needed requirement she must be given the opportunity. The majority of participants who are Administrators also expressed the view that females need to have special qualities such as honesty, dedication, hardworking, integrity in order to occupy leadership positions.

Sub Question (4)

What are the leadership styles that females exhibit in their leadership positions?

One major theme was derived from this question. All participants shared same view.

(1) Females exhibit the democratic leadership style (All inclusive style)

Theme 1: Females exhibit the democratic leadership style (All inclusive style)

The issue of the leadership styles that females exhibit in their leadership positions, all the participants expressed that females are familiar with or usually use the Democratic leadership style. The following are the views expressed by participants:

Rita expressed that she believes in democracy that is involving and seeking the views of others. She consults staff on issues when the need arises. For instance, when she writes a report, minutes, etc., she gives them to her subordinates to also read through.

Mary, the Head of Department for Hospitality Management opined that:

Females usually demonstrate the democratic leadership style where the leader seeks the views of his or her staff on issues. The leader does not impose things on subordinates.

Rose a Dean expressed that:

Females usually demonstrate the democratic type of leadership style where the leader discusses issues with subordinates before they are carried out or implemented. The views of workers are sought before action can be taken on issues. Females are more patient naturally than males. Females are more accommodating than males. Even in their

offices, they still behave as mothers. For example people are free to come to me, some call me mummy. I make myself available to them because I know I am here because of them.

Lily also emphasized that:

I believe in democracy and that is what I use. I for instance will want to share ideas with my subordinates. I have also encountered two lady bosses who also demonstrated the democratic leadership style. It appears most female bosses use the democratic leadership style.

Lucy, the Internal Auditor, gave her view that:

Females are the encouraging type of people or leaders, who encourage their staff never to loose hope but to push on in life.

Julie the Director of Business opined that:

Females usually use the democratic type of leadership style but sometimes changes the style based on the contingency of the situation at hand.

Gifty, the Registrar of TTU emphasized that:

Females tend to use the 'all inclusiveness' style, where they bring their subordinates on board such that subordinates see themselves as part of the whole activity going on so they can also own and appreciate whatever policy or directive the leader is bringing up. For this reason, subordinates can see themselves as part of the change agent or the drivers of that policy. She added that, another style is that females tend to bring up that motherly relationship with their staff. For instance, if a staff member misbehaves you reprimand him or her and after that you get on well with them. You don't need to be at loggerheads with them

forever. You encourage your staff members when the need be. She added that females exhibit fairness and firmness in their positions and work together well with people by seeking their views. She emphasized that being assertive does not mean you are proud, but you speak your mind about situations.

In talking about the fact that females demonstrate the democratic leadership style, literature has the following to support the theme:

As Kezar (2000, p. 7) pointed out in her study on pluralistic leadership, “women’s leadership is associated with a more participatory, relational, and interpersonal style as well as with different types of power and influence strategies that emphasize reciprocity and collectivity”. This idea of cooperation in the context of leadership was also found in a study conducted by (Drago-Severson, Cuban and Daloz, 2009) in which they connected collaboration and leadership. A study by (Eagly and Johnson, 1990) indicates that women tended to adopt a more democratic or participative style and a less autocratic style than men.

Research Question (4)

What are the effective strategies that can be used to help empower females to take up leadership positions?

Five sub questions were asked under this question. They are:

Sub question 1: What sort of support do you get from family members?

Sub question 2: What sort of support do you get from colleagues both males and females?

Sub question 3: Please talk about structures within your institution which you think might have helped your chances of promotion.

Sub question 4: As a woman in leadership position how would you encourage more females to be in leadership positions?

Sub question 5: In your opinion what are the effective strategies that are critical in contributing to the empowerment of females in taking up leadership positions?

Sub Question (1)

What sort of support do you get from family members?

One major theme was derived from this question. All participants shared the same view that their family members such as husbands, children and other extended family members help them in both their domestic and office duties. Lucy, who is single and Mary a widow also get support from other family members who live with them.

Rita expressed that:

I get a lot of support from my husband. Fortunately, he is also in Managerial position and so he supports me in my office duties as well as in my domestic chores. My husband really guides and gives me all the necessary support I need.

Mary who is a widow and has a son said she gets all the support from her son and other siblings who stay with her. Also anytime she needs help whether domestic or official (office duties) and she calls on her son or any of her siblings, they do not hesitate. They give her all the necessary support.

Rose said:

My family gives me their maximum support. They understand me and my new position. They know I cannot have much time for them like I

used to, and they understand me. When I don't get home early my husband and children prepare the meal.

Lily mentioned that:

My family has been very supportive. For example I go to work very early and sometimes leave very late and my family understands. When I bring work home, they are not offended. They don't also disturb me they help me if they can.

Lucy expressed that she is single and does not have a child but she has a niece, a nephew and her two parents (father and mother) staying with her and they all support her in their own small ways. When she is occupied at the office, she does not worry, by the time she gets home food is ready. She emphasized that she gets a lot of support from them.

Julie also said:

I get support from family members, especially from my husband and children. If I encounter some challenges in the work place, I share with my husband and he gives me pieces of advice that helps me a lot. My two children also support me in their own small ways.

Gifty mentioned that:

My husband supports me a lot. He goes through my speeches, reports and minutes for me. Sometimes I get home late and I go to meet him warming the food and serving himself. He does not wait for me to come and do all that for him. Nevertheless, I still play my role as a wife and mother.

In talking about the sort of support female leaders get from their families, literature has the following to support the theme: A research by Lahti

(2013) found that, other career advancements were the division of work at home and a supporting spouse, education, the right networks and connections and women's own attitudes. Helgesen's (1990) findings indicate that family and friends were important aspects of female leaders' lives in addition to their career. Aycan (2004) found, "Respondents reported that their success was due also to spousal support and help from family members and/or paid workers with the childcare and household chores" (p. 472).

Sub Question (2)

What sort of support do you get from colleagues?

The following are the themes that came up from this question:

- (1) All colleagues support
- (2) Not all colleagues support.

Theme 1: All colleagues support

Rita, Mary, Lucy, Julie and Gifty expressed that their colleagues give them all the support they need in their duties.

Rita had this to say:

I get a lot of support from my colleagues because for me I will always ask when I need the support and because I ask, I get the support. I do not care whether the person is a junior or senior, I fall on people who are ready to support me so I get the support I need from colleagues and subordinates both male and female.

Mary also indicated that she gets get all the support from colleagues and subordinates both male and female, especially her assistant who is a female. She added that her assistant and colleagues really help her especially in her absence.

Lucy also expressed that:

My colleagues support me a lot, for instance if I am not able to go to work and I inform my assistant who is a male, he avails himself to guide the other staff members to work.

Julie mentioned that she gets wonderful support from colleagues both male and females. She emphasized that her colleagues really support her a lot.

Gifty stated that:

I get huge support from my colleagues. I do a lot of consultative discussions with my subordinates and colleagues. For instance, there are statutes that guide us in this University and so if I'm doing something contrary to the statutes they direct and remind me. Also, as a secretary to big committees, I have good and up and doing secretaries who record my minutes during my meetings for me.

In talking about whether female leaders get support from colleagues, the following are some literature to help support the theme. The support of colleagues is also beneficial in leadership. Hertneky (2008) described the networks of support as "...professional associations, networks of women leaders, formal groups, or friends who provide professional advice, peer support, information to someone new to the area, or a sympathetic ear" (p. 116). These supports provide encouragement and comfort to women leaders when facing challenges

Theme 2: Not all colleagues support

Rose and Lily expressed that they do not get all the support from family members.

Rose said:

I don't get support from all colleagues. Some colleagues support me, others do not support me. Since I cannot expect to get support from everyone, I work with people who are ready to support me.

Lily said:

Obviously, I don't get support from everyone. Some colleagues support me others do not. I know I cannot get support from everyone, which is normal. Some want to share in my joys and difficulties and challenges, some do not want to. There are those who do not like me for no apparent reason. For those people I don't have to expect any support from them. It is normal, I don't have to expect everyone to like and support me.

In talking about the fact that not all colleagues or subordinates will support a leader the queen bee syndrome phenomenon by Staines, Tarvris & Jayaratne (1974) and Goldberg's (1968) findings indicated that females were rather prejudiced against females. This behavior hinders the progress of females in attaining leadership positions.

From the responses given by participants, it was clear that apart from Lily an Administrator and Rose, an Academic who expressed that they do not get support from all colleagues, all other participants mentioned that they get support from their colleagues. The complaint is not coming from one side but from both sides.

Sub Question (3)

Could you please talk about the structures within your institution which you believe might have helped your chances of promotion.

One major theme was derived from this question.

1. All participants said there are laid down structures in TTU that has helped them in their promotion.

There are laid down structures in TTU that has helped them in their promotion

All participants attested to the fact that there are clearly laid down structures within Takoradi Technical University for every staff to follow in terms of promotion and further education. It came to light that the structures are not there to favor females or males, they are the same for every staff. If one is due for promotion he or she has to apply. If one wants to go for further studies, there is a sponsorship package for further studies available for all staff who qualify.

Rita said that:

The structures are clearly documented for everyone to follow. Here in TTU, we do not do for instance 80% or 50% for females or males. In this case, when one qualifies for a position, he or she is given the opportunity. Also when one is due for promotion or further studies, it is just a matter of applying and combining it with hard work.

Mary also said:

There are laid down structures within the institution concerning promotions and further studies that are applicable to all irrespective of one's gender. For instance, if one works on a particular position for three years, the person has a chance of applying for promotion. Then the person will have to attend an interview, if he or she passes the interview he or she will be promoted. Also one has to publish and work hard. I

believe these are the structures that have helped my chances of promotion.

Rose stated explicitly that:

There are laid down structures one will have to follow to be promoted. The structures are not there to favour only females. For instance an Internal Auditor in the institution who is a female had to charter before she could be given the position. She was not given the position because she is a female, but because of her qualification and her ability to perform.

Lily had this to say:

The structures are clearly laid down and applicable to all, no crossing. If one has all the necessary requirements for further studies or promotion, the person is given the opportunity to do so irrespective of the person's gender. The structures are not there to favour only females but everyone. For instance if a senior staff works on the job for four (4) years he or she is automatically due for promotion.

Lucy also said:

There are structures within the institution which are applicable to every staff for instance in the area of promotion and study leave. If one is due for further education one can do that easily. One can get sponsorship to go for further studies. For promotion if a senior staff serves on the job for four years he or she may be promoted depending on his or her performance.

Julie said:

Structures are clearly defined for everyone. Promotions and Further studies with sponsorship are available for all staff. It is just a matter of working hard.

Gifty expressed that:

The structures are there for everyone, they are the same. Everything is clearly documented for everyone to follow and when one qualifies he or she is given the opportunity. If you want to apply for promotion or further studies, it's just a matter of applying and combining it with hard work. For junior staff, every three years one is due for promotion. For senior staff, every four years one is due for promotion. In the area of teaching, one has to do publications in addition. In the area of non teaching, one has to write position papers and publications as well.

From the responses of participants, both the Academics and the Administrators attested to the fact that the University has laid down structures that every staff member will have to follow in order to be promoted. The structures do not favor some staff and leave others, the structures are the same for everyone to follow.

Sub Question (4)

How would you encourage more females to be in leadership positions?

In response to question 4, the following two major themes were derived from it:

- (1) Sharing experiences, talking or advising and encouraging females
- (2) Empowering females through leadership fora and on the job training programmes.

Theme 1: Sharing experiences, advising and encouraging females

Rita expressed that:

I will share my experiences with other females to motivate them that they can also make it if they are determined.

Mary also said:

I will not be in this position forever. I will leave one day and someone will have to take up my place. So I have been encouraging more females to work harder to attain higher positions as well. I talk to females to take their academic work seriously and strive higher in their academic ladder anytime I get the opportunity. I would always encourage them to get themselves ready by acquiring a qualification.

Rose also said:

I will always encourage my colleague females and other females to aspire higher because the sky should be the limit. Also, when I get the opportunity to talk to females, I talk to them to build up on their confidence level. Currently, I am in the process of setting up a 'Women's group on campus, that is 'Women in Technical Education'. The purpose of this women's group is to help champion some female issues. For my faculty, through my encouragement a lot of the females are doing their PhD. Through encouragement I have helped a lot of females in my faculty. Anytime there is the opportunity for us to vote, I always campaign and vote for females. I am praying for the day when TTU will have a female Vice Chancellor or Pro Vice Chancellor.

Lily also said:

I have been and will continue to encourage females to go to school and work very hard. I will also advise them to take advantage of opportunities available to them.

Lucy said she will take every opportunity to talk to females. For instance, she is a member of the Chartered Institute for Management and Accountancy, and she used to be the only female and anytime the students were writing exams she would go to the examination center to talk to the females to encourage them to get to where she has risen to and even get ahead of her. She always makes good use of every opportunity to talk to females anytime she gets the opportunity.

Gifty also opined that:

I have been and continue to encourage females to go higher in their academic ladder, read wide and get themselves abreast with current issues so as to widen their knowledge and also encourage them to push on and take up leadership positions.

In talking about sharing of experiences, advising and encouraging females as some ways females in leadership positions would do to encourage other females to take up leadership positions, Carroll and Fox (2014) identified that, women's organizations today provide support by encouraging females interested in running for office, as well as participating in voter turnout efforts. Women's success in winning elections at the local, state, and federal levels in recent decades is due, in no small part, to the increasing number of women voters. Komives, Owen, Longerbeam, Mainella, Osteen (2005) explains the value of experiences in developing leadership identities: "Involvement experiences were the training ground where leadership identity evolved. These

experiences helped clarify personal value and interests and helped students experience diverse peers, learn about self, and develop new skills" (p. 598). Experiences can help develop and shape a person's leadership identity.

Meaningful experiences are also a key factor in helping females become effective leaders. As Doh (2003) quoted a participant describing the importance of experiences: "Once a foundation of ideas about leadership is internalized (from books, cases, discussions, guest speakers), it must be practiced with feedback in realistic, rich environments. These could be simulation settings, client-consulting settings, internships, role-plays and other experiential exercises" (p. 61).

Theme 2: Empowering females through leadership fora and on the job training programmes

Rose and Julie suggested the need for females in leadership positions to help other females who are not in leadership positions to also get to leadership positions. The following are the ways they would use to encourage other females.

Rose opined that:

There is the need to empower females through leadership seminars, fora as well as train them on the job so that they can unleash their potentials. Females in leadership positions should encourage other females to attend leadership fora and conferences and on the job training programs as well as capacity building programs.

Julie indicated that:

Leadership fora and on the job training programmes, will help empower females to take up leadership positions.

In talking about empowering females through leadership fora and development programmes, literature has the following to support it.

Several studies indicated the importance of leadership fora that enable women to discuss achievements, challenges and brainstorm potential solutions (Ahern et al., 2000; Choeun et al., 2008; True, 2008). Almost all participants were of the view that they will share their numerous and wonderful experiences with other females to help them and motivate them to take up leadership positions.

Sub question 5

In your opinion, what would you say are some effective strategies that are critical in contributing to the empowerment of females in taking up leadership positions?

In answering this question, the following themes were derived:

- (1) Females must be Hard working
- (2) Females must be willing to learn from successful people.
(Mentorship)
- (3) Females must find a balance between domestic duties and official duties
- (4) Females should believe in themselves
- (5) Females should support each other
- (6) Females should go higher in their academic ladder. (Education)
- (7) Through leadership fora, and on the job training programmes.

Theme 1: Females must be Hardworking

According to Rita:

Hardworking is an attitude that would help females to take up leadership positions. Females have to work harder in their careers since hard work and dedication will help them achieve their goals in life. They should do publications and involve themselves in activities that will help them soar higher and stop the unnecessary gossips.

Rose also said that:

Females should work harder in their careers. Their hard work should not be seen in their house chores only but in their careers as well. Hard work pays so females should not lazy about. They should work hard so they can achieve their maximum potentials in life.

Lucy also mentioned that:

Females should strive at their various areas of specialization so they can soar higher.

The following are some literature to support this theme.

Research within professional groups showed that females have to significantly work harder to be perceived as equally competent as men (Lyness & Heilman, 2006). As Mertz & McNeely (1990) described hardworking females to be females who believed in the philosophy of "work hard be loyal and you will be rewarded " (p. 10).

Theme 2: Be willing to learn from successful people (Mentorship)

Rita said:

Females should be willing to learn. They should look at people who have succeeded in their leadership positions, talk to them and tap their

brilliant ideas and pieces of advice. They should stop the unnecessary criticisms.

Lily also said:

Females should get closer to people who are in leadership positions and learn from them. They should get closer to successful people and tap their rich experiences.

Lucy was of the view that:

Mentorship is very important since it will help females to unleash their potentials. Learning from successful people will motivate us to also soar higher in our various careers.

Research by Carbonell & Castro (2008) indicates identification with a role model as a leading contributor to female leadership. The characteristics of a chosen mentor described by some participants in this study will help to shape a definition of successful leadership. This is supported by (Asgari et al., 2012) that frequent, high-quality interactions with successful female role models have been shown to improve college women's self-concepts of their leadership abilities and career ambitions. For women to advance, it is important for women at higher levels of management and leadership roles to engage in role-modeling behaviors (Wellington, et al., 2003).

Research has shown that, introducing children early in life to all kinds of leaders, men and women, in various leadership positions (e.g., business, community, and political leaders) helps debunk the monolithic image of masculine leaders (Smyth & Nosek, 2015). Research has also shown that participating in mentoring program can serve to increase an individual's self-esteem (King, Vidourek, Davis, & McClellan, 2002). Furthermore, Ragins

(1991) claimed that while mentoring is important for men, it is essential for women because mentors can serve to abate discrimination women may face in both selection and treatment. Indeed research has linked participating in a mentoring relationship with the career advancement of women (Maniero, 1994).

Theme 3: Females should find a balance between domestic duties and official duties

An issue that most participants acknowledged was the fact that as females they have many roles to perform and as such a balance should be sought between those varying roles.

Rita opined that:

Females should be able to find a balance between their domestic duties and official duties. That is as a career woman, you should be able to find a balance between what your domestic duties are as well your official duties. Thus, you should be able to identify your domestic chores and perform them at the right time as well as identify your official duties and perform them at the right time. If one is able to find a balance between her domestic duties and official duties she can perform them very well and soar higher. If she is not able to find a balance between her domestic and official duties, she may probably have to abandon taking leadership positions and rather concentrate on her domestic duties.

Rose expressed that:

Females should schedule their activities in such a way that they will be able to find a balance between their domestic chores and their official duties so they don't conflict.

One research conducted amongst US graduates found that more than a third of women willingly stopped working to spend more time with their family (Hewlett, Luce, & Schiller, 2005). As women climb the ladder, the responsibilities will become more demanding and they may be faced with lesser flexibility geographically.

Theme 4: Females should believe in themselves

Another issue of concern participants saw to be a strategy that will help empower them take up leadership positions is the issue of females believing in themselves.

Rita said:

Females should be confident and believe in themselves that they can also make it if they are determined and take their studies seriously.

Mary also said:

Females should be bold, confident and believe in themselves and do away with fear and take up leadership positions when they get the opportunity.

In talking about the issue of females believing in themselves to enable them take up leadership positions, literature has the following to support this theme.

Zulu (2003) recommended that: Academic women themselves should begin to undergo transformation of their mind set and make a concerted effort to rid themselves of the negative stereotypes and preconceived notions that society has about their ability to lead. They should seek to remove the barriers, which stand in their way and exploit all possible opportunities to advance themselves in their academic careers. (p. 101). McKinsey (2007) cites that the

key to success for women is the ability to promote oneself and be assertive about performance and ambitions.

Theme 5: Females should support each other

The issue of support for females has been seen as important issue that will help females to take up leadership positions. Four participants shared same view.

Rita said:

Females should cultivate the habit of supporting their fellow females so they can succeed in their various fields.

Rose also said females should learn to support their fellow females so they can aspire higher.

Lucy also said females should encourage and support each other.

Julie explained that females should encourage each other to take up leadership positions.

Theme 6: Females should go higher in their academic ladder. (Education)

Education is one major issue that majority of participants acknowledged as an effective strategy that will help empower females to take up leadership positions. Participants gave their responses as follows:

Rose was of the view that:

Females should go higher in their academic ladder in order to overcome stereotypes in their lives. Education should not be for only the men.

Therefore females should also strive and attain higher education in life.

Lucy also said females should go to school and acquire qualifications since that will enable them acquire leadership positions.

Mary said:

There is the need for females to acquire higher education. Females should soar higher in their academic ladder when they get the opportunity. We do not have to limit ourselves to the kitchen alone. Education as the saying goes is the key to success. Therefore if the opportunity is there for one to advance herself she should take advantage of it.

Julie said females should upgrade themselves, read wide and work harder. Let us seek knowledge wherever it is and we will find it. If the opportunity is there for you to advance, take advantage of it.

Gifty also said:

Females should upgrade themselves, attain qualifications and package themselves well. If you package yourself well you will be highly marketable.

In talking about the need for females to go higher in their academic ladder, Rudman, Ashmore and Gary (2001) examined the impact of diversity education on stereotypes and prejudices, and found that training can reduce these biases at multiple levels. Gibson (1995), in his view noted that as more women grow in the work force and achieve higher educational status, they are becoming more qualified and effective in their style of leadership that defines women leaders.

Researchers have found that people who are better educated, either in the sense of higher test scores (they've learned more) or in the sense of educational attainment (they've achieved a higher level of education), tend to have a much higher likelihood of employment and, when employed, much higher wages (Card, 1999; Ashenfelter, Orley, Harmon, and Oosterbeek, 1999;

Krueger and Lindahl, 2001; Rouse, 2005). A key document in education, the World Declaration on Education for All, drafted at the international conference in Jomtien in March 1990, acknowledges the need for women to benefit from educational opportunities and considers that the "most urgent priority is to ensure access to, and improve the quality of, education for girls and women, and to remove every obstacle that hampers their active participation" (Inter-Agency Commission, WCEFA, p. 45).

Theme 7: Through leadership fora and on the job training programmes

Some participants agreed that leadership fora and on the job training programmes are strategies that can also help females take up leadership positions.

Julie said:

Through leadership fora and on the job training programmes females will be able to learn certain skills and techniques that will help them acquire leadership positions.

Rose said:

Attending leadership fora, symposia, and other empowerment programs will really go a long way to help encourage and empower females to take up leadership positions.

Literature to support the idea that leadership fora and on the job training programmes can help females in taking up leadership positions is as follows:

Garba (1999) in her case study of 'endogenous empowerment' in Nigeria, argues that 'a woman is never fully empowered but must continue to upgrade the skills and capacities necessary to be an effective participant in ongoing decisions that surround her' (p.134). Nelson and Levesque (2007)

regard the importance of education, classes, seminars, and that even support groups can help females with this process of occupying leadership positions. Several studies emphasise the importance of leadership fora that enable women to discuss achievements, challenges and brainstorm potential solutions (Ahern et al., 2000; Choeun et al., 2008; True, 2008).



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter presents the summary of the study and findings gathered, the conclusions drawn from the findings and recommendations made for policy and practices.

Summary of the Study

The study was conducted at Takoradi Technical University in Takoradi. The main purpose of the study was to investigate the reasons for the underrepresentation of females in leadership positions, factors that militate against females from taking up leadership positions, leadership styles of females, and effective strategies to use to empower females to take up leadership positions.

The study was guided by the following research questions:

1. What are the reasons for the underrepresentation of females in leadership positions in Takoradi Technical University?
2. What factors militate against females from taking up leadership positions?
3. What leadership styles do females in leadership positions in Takoradi Technical University exhibit?
4. What are the effective strategies that can be used to help empower females to take up leadership positions?

The research adopted the phenomenological qualitative research design where the researcher wanted to understand the lived experiences of participants. The population for this study comprised all seven females in leadership positions in

both the Academic and Administrative sections of TTU. These seven females were selected for the study using the purposive sampling.

Purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources. This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Creswell, 2009). The study also adopted the census method since all the seven females in higher positions in both the academic and administrative sectors in TTU were used for the study.

The research instrument used to collect in-depth information from the females who occupy leadership positions at the Academic section was the interview guide. The interview guide consisted of five sections as relates to the research questions. Before data was collected from participants at TTU, an introductory letter was taken from the Institute for Educational Planning and Administration to the Registrar of Takoradi Technical University to seek permission to elicit information from staff members for academic purposes. I went to Takoradi Technical University personally to conduct the interview. Arrangements were made with participants ahead of time to ensure suitability of date, time and place of interview. They were made aware what the research is about and also made them to understand what is required of them. Interviewees were assured of their confidentiality and were informed about the length of the interview.

Permission was sought from participants to record interviews, which they all agreed to. The interview schedule guides were distributed to interviewees at least one week before the commencement of the interview to

give as an indication of the nature of the interview questions. During the interview responses of participants were recorded. The recorded responses of participants were also transcribed by means of the intelligent verbatim transcription after the interview. To check the accuracy of the responses of my participants I used member checking as a strategy to strengthen my study's findings.

Key Findings

The key findings that emerged from the study includes:

The study revealed that there are few female masters and PhD holders and for this reason very few females hold leadership positions in TTU. Males are occupying the majority of the leadership positions because they have been able to upgrade themselves better than the females. Females should upgrade themselves, get the qualification, be abreast with current issues, package themselves well and work harder.

In addition, the study found out that females have problems climbing the academic ladder in the sense that females face a lot of challenges in their bid to aspire higher in their academic laurels. Some of the challenges that came up are gender stereotyping where females are seen to belong to the kitchen and not the classroom; lack of confidence and fear of taking up leadership positions; how to combine marriage, pregnancy and motherhood (family issues) with academics, glass ceiling, laziness on the part of some females to go further in their education; and lack of support from fellow females.

Another issue revealed by the study is that to climb higher, one needs an equivalent or a related qualification that is one needs either a masters or a PhD

degree. For instance if one does not have a PhD or if one does not publish, the person might never go higher.

The study also revealed that females are aware of the perceptions people have about them as leaders. They are aware that other people see them to be too proud, rude and too strict because they would want to go according to the laid down principles although their leadership style is found to be democratic, participatory, accommodating and assertive.

Another point worth noting is that females need support from families and staff members both male and females. Family support in the form of financial so that they can further their education. Without proper support women leaders are less likely to enter into leadership positions. More attention needs to be focused regarding ways to empower women to enter into leadership and ways to sustain the longevity of their careers in leadership.

Females are afraid to take up leadership positions. They feel they are not competent enough for the job like their male counterparts. They therefore prefer to play the subordinating roles. Females do not have the confidence to take up leadership roles and so to avoid criticisms females will avoid leadership roles entirely. Female need to believe in themselves that they are also capable.

It was also found that female leaders exhibit the democratic, the participatory and the all-inclusive leadership style where they involve all staff members in decisions. Female leaders were found to be more approachable than male leaders.

Family members should encourage females to take up leadership positions and should also support females in their house chores so they can balance office work with family work. Staff members both male and females

should give their maximum support to females who are in leadership positions. Females need mentors to help them in their career paths so they can aspire higher. These were some effective strategies that were found to help empower females to take up leadership positions.

Conclusions

Through this study, I sought to examine the reasons for the underrepresentation of females in leadership positions in TTU. The experiences of women working in the academic and the administrative leadership positions in higher education and to better understand their decisions related to pursuing leadership positions. The feminist theories, the behavioral trait theory and the constructivism theory guided the research. Feminist theories were deemed appropriate. The reason being that feminist theories set agenda for action, they aim at justice and equality for women everywhere as well as men and children to whom they are inextricably linked. The behavioral theory is considered appropriate for the research because females can also become very good leaders if they learn to become one

The findings suggest a number of changes that both participants (individuals) and institutions could implement to enhance career development for women as well as notable areas for future research. During the interview, my participants expressed the fact that the study has motivated them to upgrade themselves.

Personally, this research work has given me some encouragement as to the fact that education is the key and so the need to go higher in my academic laurels and be hardworking. A lot of barriers hinder the progress of females into

entering leadership positions. But if females are determined, and work hard to overcome these barriers, they will make it to the top.

Generally, females are at a disadvantage and so the need for more gender advocacy programs to help empower them. Therefore, equal opportunity must be given to both the male and female to help both of them go higher in their academic laurels so that both of them can contribute their quota to the development of the country.

Recommendations

Based on the findings in this research, the following are recommended so as to help empower females to take up leadership positions.

1. The University should encourage females to take advantage of study leaves and scholarship schemes available to them so they can go higher in their academic laurels as qualification is important to work in tertiary institutions. For instance in the universities, the minimum qualification is a PhD for lecturers. For those in the Administration, the minimum qualification is a Masters degree.
2. The need for females to be visible. That is females should be present and vocal at meetings, and other social events by expressing themselves and sharing their views on issues discussed so that they can be seen, recognized, and heard. Also at meetings and other social events, females should take advantage of leading and participating in certain activities so they can be visible.
3. Females in leadership positions should support their fellow females or women to enable them attain higher laurels in leadership by

encouraging mentorship for the younger generation of women or females.

4. The females caucus in Takoradi Technical University can institute a network/mentoring association to fight the course of females. This association can also organize periodic seminars on educational leadership, time management, how to publish books and articles and many other interesting topics that will help females. Females in higher positions in this association could also serve as mentors to younger ones or other females interested in similar career paths in areas of publications, managerial skills and so on. They could also co-publish to help them move faster along their career paths.
5. The Management of Takoradi Technical University should make a deliberate effort to employ more females to take up leadership positions.

Suggestions for Further Research

Four suggestions for future research emerged from this study. The first suggestion is that the research should be extended to all Technical Universities in Ghana. The second is to design and conduct a study that, in addition to interviewing the women leaders, would incorporate interviews of people with whom they work into the study. The third is to do an exploratory sequential study on this same study. Finally, the study focused only on female leaders; however, conducting a similar study with men as the participants would yield additional insight into the reasons for the underrepresentation of females in leadership positions.

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APPENDICES

APPENDIX A
INTERVIEW GUIDE
UNIVERSITY OF CAPE COAST
INSTITUTE FOR EDUCATIONAL PLANNING AND
ADMINISTRATION

This interview is being administered as part of a study on the female leadership paradigm in Takoradi Technical University. This research is intended for academic purpose and your honest and sincere responses would contribute a lot to its success. Your identity would be confidential with regard to the information you provide.

SECTION 1

BIOGRAPHICAL DATA

1. May I please know your age?
2. Please, may I know your marital status.
3. Please how many children do you have?
4. Please what is your educational level (Qualification)?
5. May I know you Academic Rank or Position
6. How many years have you been with your current rank/position?
7. How many years have you been with your current institution?

SECTION 2

REASONS FOR THE UNDERREPRESENTATION OF FEMALES IN BOTH THE ACADEMIC AND ADMINISTRATIVE POSITIONS IN TTU.

1. Please, share the reasons for the underrepresentation of females in higher leadership positions in TTU.

SECTION 3

FACTORS THAT MILITATE AGAINST FEMALES FROM OCCUPYING / TAKING UP LEADERSHIP POSITIONS.

1. How are females in leadership perceived by men in leadership position?
2. Please share with me some factors that inhibit or militate against females in leadership positions or from taking up leadership positions.

SECTION 4

LEADERSHIP STYLES OF FEMALES IN LEADERSHIP POSITIONS IN TTU.

1. In your opinion would you say that females demonstrate the same leadership styles as men do? Could you please share your opinion?
2. Would say that females show the same aggressiveness and drive to get ahead in their careers that successful men exhibit? How?
3. Must females have special qualities to be in leadership positions?
4. What are the leadership styles that females exhibit in their leadership positions?

SECTION 5

EFFECTIVE STRATEGIES TO HELP EMPOWER FEMALES TO TAKE UP LEADERSHIP POSITIONS

1. What sort of support do you get from family members?
2. What sort of support do you get from colleagues (Male/Females).
3. Could you please talk about the structures within your institution which you believe might have helped your chances of promotion? What are those structures

4. As a woman in leadership position, would you encourage more females to be in leadership positions? How can this be done?
5. In your opinion, what would you say are some effective strategies that are critical in contributing to the empowerment of females in taking up leadership positions?



APPENDIX B

INTRODUCTORY LETTER



UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
SCHOOL OF EDUCATIONAL DEVELOPMENT & OUTREACH
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30th November, 2017

LETTER OF INTRODUCTION

The bearer of this letter **Ms. Esther Nave** is an M.Phil student of the Institute for Educational Planning and Administration (IEPA) of the University of Cape Coast. She requires some data/information from you/your outfit for the purpose of writing her thesis titled, **"A Study of the Female Leadership Paradigm in Takoradi Technical University"** as a requirement for M.Phil Degree Programme.

Kindly give the necessary assistance that **Ms. Nave** requires to enable her gather the information she needs.

While anticipating your co-operation, we thank you for any help that you may be able to give her.


Alberta A.K. Owusu (Mrs.)
ASSISTANT REGISTRAR
For: **DIRECTOR**

INSTITUTE FOR EDUCATIONAL
PLANNING & ADMINISTRATION
UNIVERSITY OF CAPE COAST
CAPE COAST