

## Women and Academic Leadership: The Case of Polytechnics in Ghana

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### Abstract

The study investigated the factors that hinder women toward academic leadership and also to identify strategies to curb the situation. Using a qualitative research design, a convenience sampling technique was used to sample the view of nineteen female lecturers and one key informant (registrar) through semi-structured interview guide, the researchers adopted thematic way of analysing qualitative data. The data highlighted several factors that hinder women toward academic leadership and these included permeability of work and family boundary, gender inequality, ethnic favouritism and lack of motivation. The study also pointed out that affirmative action or equal opportunities, mentorship, training opportunities and scholarship could serve as the curbing strategies. It, therefore, recommend that the institutions should provide continuous learning, coaching, career guidance and opportunities for self-development; integrate equality base on promotion and appointment of lecturers to become leaders; publication of articles should be used as medium for promotion and awarding lecturers to become leaders which would help prevent favouritism; appoint women in key position for self development in academia; lecturers should undergo training or probation period to understudy a senior knowledgeable colleague for better job insight, and training courses for female lecturers on how to solve work related problem and mechanisms for approaching suitable solution and method for decision-making.

**Keywords:** Permeability of Work and Family, Gender inequality, Female Lecturers, Mentorship

### 1. Introduction

Ghana has ten polytechnics spread across its ten regions. The 2013 polytechnic annual statistics indicates that less than 10% of women are represented in its leadership positions like Rector, Vice-Rector, Registrars and Heads of Departments. This marginal representation of women in Ghana's polytechnics could be attributed to several factors, which are barriers to their advancement in academic leadership. Brown and Barbosa, (2001) define barriers as obstacles that prevent the forward movement or any event or difficulty. Stephenson and Burge shared different idea about barriers, they believe that the onset of barriers begins when women are children, and are reinforced throughout women, schooling, college and work and become more complex over time (1997). They opined that barriers are significant factors in career development process. These was observed by Swanson and Woitke (1997), that barriers partially explain the gap between the abilities of women and their achievement, and this could explain the inhibitions of women's career aspirations.

Among the factors that hinder women toward academic leadership have been multiple roles assigned to female lecturers within the polytechnics and their various house duties. Female lecturers in Ghana, especially those in polytechnics are assigned administrative duties, supervision, marking of scripts, in addition to the home chores and child bearing are all escalating demand associated with responsibilities that hinder women toward academic leadership. Nonetheless, female lecturers are expected to compete with their male counterparts in publishing high-quality research in reputable journal for promotion.

In Ghana, the professional live of most women are centered within a male-dominated society. In their book, "women's ways of knowing", Belenky et al (1997), declared that the silenced nature of women, particularly in academia, exist because of the historical male-dominated culture resident there. According to them, "silent women have little awareness of their intellectual capabilities and they live selfless and voiceless at the behest of those around them" (p. 134). Although, a small number of women have been represented in Ghanaian polytechnics for a longtime the problems they have been encountering have been progressing in their academic career. While in Ghana there is no law that discriminates against women's involvement in academic leadership and development, there are numerous areas where discriminatory practices exist, consequence of the condition of work, cultural belief and attitudes, value system. Ghana's social system and tradition have operated against women leadership and as such have given the men greater leverage in education, political and decision making power, training and thereby, perpetuating women's inferior status within Ghanaian culture (Kissi-Abrokwah, 2013).

Although, human right encompassing women rights are enshrined in the constitution of Ghana, it is up to institutions and organizations to enact gender-related policies, procedure and practice within their work

context. Ghana has ten (10) polytechnics made up of Wa Polytechnic, Bolgatanga Polytechnic, Tamale Polytechnic, Sunyani Polytechnic, Kumasi Polytechnic, Koforidua Polytechnic, Ho Polytechnic, Accra Polytechnic, Cape Coast Polytechnic and Takoradi Polytechnic. Unfortunately, statistics from these polytechnics show that women are in the minority with regard to academic leadership. Table 1 shows detailed comparison of females and male's member's ranks in Ghana's polytechnics.

**Table 1: Statistics of Academic Leadership Ranks in Ghana's Polytechnics.**

Polytechnics	Gender	Rector	Vice Rector	Registrar	HoDs	Lecturers
Accra	Male	1	1	1	12	98
	Female	0	0	0	1	11
	Total	1	1	1	13	109
Bolgatanga	Male	1	1	1	12	58
	Female	0	0	0	0	11
	Total	1	1	1	12	69
Cape Coast	Male	1	1	1	13	79
	Female	0	0	0	0	10
	Total	1	1	1	13	74
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	1	1	15	94
	Female	0	0	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
Wa	Male	1	1	1	8	70
	Female	0	0	0	0	4
	Total	1	1	1	8	74

Source: Polytechnics Annual Statistics, (2013)

Table 1: provide an indication of females within various ranks as compared to males. It is evident that there are few women within the rank of Head of Departments (HoDs) and lecturers. But when it comes to Rector and Vice Rector, there is no woman who have risen to that position among the ten (10) polytechnics in Ghana. Except Takoradi polytechnic which has female as their registrar. However, statistics from the various polytechnics show that men dominated when it comes to academic leadership. However, attempts made by polytechnics management to support women towards academic leadership, as a research conducted by Kissi-Abrokwah, (2013) suggests that discriminatory practices, cultural belief and attitudes, value system should stop and women should be given more educational scholarship, training opportunities to enable them further their career to overcome minority in women academic leadership. The paper, therefore, attempts to investigate factors that hinder women towards academic leadership in Ghana's polytechnics and identify strategies to curb the

menace.

The study is significant in three main ways. Firstly, to help the polytechnics managements know what is causing women inability to pursue academic leadership. Secondly, the managements of the polytechnics would also be informed about the policies that could be put in place to support female effort to rise in academia. Lastly, the study contributes to literature on women and academic leadership in Ghanaian perspective.

## 2. Theoretical Framework

The liberal feminist theory was the most appropriate as the framework within which the findings of the study was discussed. According to Anderson (2006), is the root in the history of liberalism as a mode of political theory, one that developed particular over the course of the nineteenth century and it is centered on the principle of equality and capacity for existing democratic social institutions to create equal right and opportunities for all human beings.

Over 200 years ago, liberalism has been the foundation for democracy, it promotes the removal of particularistic barriers, that is practice that discriminate based on particular characteristics such as gender, race and religion. The theory is emphasized by equal individual right and equal opportunity for all human beings. It assumes that the inequality of women stems both from the denial of equal rights and from women's learned reluctance to exercise their right. In effect, the goal of liberal feminism is equality, which is the construction of a social world where, all persons can exercise individual freedom (Anderson, 2006).

Although to many, this seems like an ideal solution for promoting gender equality, it also has some fundamental limitations. Even with its strengths, liberal feminism can be criticized for its focus on individual autonomy and the absence of an analysis of structured inequality. The theory, like the liberal philosophy on which it is based, does not include an analysis of race or class difference and assumes that the basis for inequality lies mostly in past tradition, not in continuing operation of systems of power and privilege. However, opponents of affirmative action argue that the theory fails to explain the institutionalized basis for race and class oppression. By claiming that all persons regardless of race, class or gender should have equal opportunities, liberals accept the existing systems as valid, often without analyzing the structured inequality on which it is based (Anderson, 2006). Eisenstein (1981) also argued that the goal of liberal feminism is equality, but in saying that women should be equal to men, liberal feminism does not specify which men women want to equal to, thus it glosses over the class and race structure of societal relations. He further asserted that liberal feminism leaves much unanswered because it does not explain the emergence of gender inequality nor can it account other than by analogy, for effect of race and class stratification in women's lives.

Its analysis for change tends to be limited to issues of equal opportunity and individual choice. Another critique attacks liberal feminism because it emphasizes the rational above the emotional while humans need both. It also questioned liberal feminism's focus on the individual and not on the community. Liberal feminists believe that their philosophy positively answers each of these critiques and though liberal feminism at one time was racist, classist, and heterosexist, it has overcome these issues. With its focus on gender justice and its ability to adapt, liberal feminism is here to stay (Eisenstein 1981).

The liberal feminist theory informed the study mainly because its assumptions and arguments are in line with the research findings. The study revealed that women were few in academic leadership due to favouritism, inequality and others liberal feminist posit. Their main argument is equal opportunity and these appear to be part of recommendations given by some respondents.

## 3. Conceptual Framework

Female lecturers in Ghana's polytechnics are failing to progress in academic leadership because most female lecturers operate in very challenging professional contexts. For instance, combining professional work of teaching, marking of scripts and supervision, with domestic chores demotivate most women towards academic leadership. And also, in some cases women face discouragement by spouses, favouritism, discrimination, gender inequality, religion and political interference, lack of motivation, low self-efficacy and inferiority complex cause most women in Ghanaian polytechnics in their quits for pursuing academic leadership.

## 4. Research Design

The purpose of this study was to investigate factors that hinder women towards academic leadership in Ghanaian polytechnics, and to identify strategies to curb the factors that impede women toward academic leadership. The study employed qualitative research design, which is underpinned by interpretive paradigm. This design was chosen for this particular study for three reasons. In the first place, it allows researchers to access the experiences and viewpoints of the research participants (Verma & Mallick, 1999; Kusi, 2012). Secondly, it recognises the role of the researcher and the research participants in knowledge construction, acknowledging interpretations as 'socially constructed realities.' The researchers and the research participants acquire active roles in knowledge construction. Lastly, it is useful in an attempt to understand a phenomenon in all its complexity in a particular

socio-cultural context (Creswell, 2005).

### **5. Population and Sampling Procedure**

The study population consisted all the female lecturers at the various polytechnics campuses in Ghana. The total population for female lecturers at the ten (10) polytechnics during 2012/2013 academic year was 122 (Polytechnics Annual Statistical Reports, 2013). It was from this female lecturer's population, that convenience-sampling technique was used to sample twenty (20) for the study. This sample size was selected for the qualitative study because it was manageable. Also, it was necessary to select a sample that would enable the phenomenon under study to be explored for a better understanding. Creswell, (2005) argues that selecting a large number of interviewees will 'result in superficial perspectives ... the overall ability of a researcher to provide an in-depth picture diminishes with the addition of each new individual or site' (p.207).

### **6. Procedure for Data Collection**

Semi-structured interview was the instrument used for the data collection in this particular study. The interview schedule was employed to gather data qualitatively. The design of interview schedule was base on the issues that were discussed in the literature review and were factors that hinder women towards academic leadership, what do women aspired to and strategies to curb the factors that hinder women from academic leadership in polytechnics in Ghana. Knowledge about demographic data of individual female lecturers was collected. Duration for data collection took place for four (4) months.

### **7. Trustworthiness of the Study**

By way of ensuring validity of the instruments, three (3) independent raters with key knowledge in administration and analysis of data were given the instruments for a thorough check for flaws and problems in the study. Remarks from the independent raters were favourable and no massive changes were made in the instruments. Moreover, to grant the content validity of the instrument, it was given to two (2) pass rectors, Takoradi polytechnic and Cape Coast polytechnic, who have knowledge about the case to scrutinize the instruments.

Steps to check internal consistency of the instrument; it was pre-tested among two (2) female lecturers from Takoradi Polytechnic and three (3) female lecturers from Cape Coast polytechnic in Ghana. The other step the researchers used to check reliability of the study was asking the interviewee to either confirm or deny their statements after each interview schedule.

### **8. Data Analysis**

The data was analysed thematically. Merriam and Associates; (2002) defined thematic analysis as working with data, organising them, breaking them into manageable units, coding them, synthesizing them and searching for pattern. Furthermore, to attribute comments to individual female lecturers, the interview transcriptions were assigned with some serial numbers. For instance, Interviewee Female Registrar (IFR-1), Interviewee Female Head of Department (IFHoD 2-6) and Interviewee Female Lecturers (IFL 7-20).

### **9. Socio-demographic Background of Interviewees**

Twenty (20) females were interviewed, which comprised of five (5) female head of departments (HoDs), fourteen (14) female lecturers and one key informant who happened to be the only female registrar in Ghana's polytechnic. The academic qualification of interviewees ranged from second degree to doctorate, with the majority holding second degree and one female HoD holding doctorate degree. Their ages ranged from 35-50 years with the majority, except the key informant who's age happen to be above fifty (50) years. All the interviewees were married with children. The duration of service in the polytechnics ranged from five (5) to twenty years. Eleven (11) out of the twenty interviewees had worked above ten (10) and nine (9) had worked below ten (10) years.

### **10. Causes of low Academic Leadership among Female Lecturers in Ghana's Polytechnics**

This segment recognised the number of potential causes of low academic leadership among female lecturers in Ghana's polytechnics. An analysis of the individual interview transcriptions give an indication as to which potential causes of low academic leadership are frequently perceived to be most problematic by the respondents; the coherent respondent remarks about causes show higher factors that hinder women toward academic leadership in Ghana polytechnics and the lesser comments made by respondents constitutes low causes of factors that hinder women toward academic leadership.

The results indicated that permeability of work and family boundary was identified as the most frequent consistent cause of low academic leadership among female lecturers. They attributed this situation permeability of work and family load cause them a lot. The background information shows that all the

interviewees have children. For example IFL-15:

My work load are more challenging and difficult, because handling three (3) kids who are under ten (10) years, it will be difficult to combined leadership duties with family pressure.

IFL-8 shared her view:

Please, I am currently teaching the regular school and mature students in the evening, so adding this heavy responsibilities to family role of raising three (3) kids in the absent of my husband will be a problem.

She further asserts that for academic leadership role it could be difficult for a young nurturing mother to accept such role. Looking at the past and current HoDs you could see they are old women and have no young children.

IFL-19 added that,

Leadership goes with commitment, and I can do things partially. I just gave birth to my second boy and adding the duties of supervision, marking, lecturing and raising these kids may be a problem for me.

The Glass Ceiling: Context plays a crucial role in women's involvement in positions of leadership, in that, if women feel unstable from leadership positions, they are discouraged from participating (Vinnicombe & Singh, 2002). These comments suggest that permeability of work and family cause most women not to attain higher height in academia. However, evidence from the data reveals that female lecturers were more concern with their family duties, owing to their multiple role at work and home, other female lectures have contrasting comments to share:

This situation has cause most women not to climb the academic ladder, I experienced that when; I was employed in the 90s (IFHoD-3).

She further posited that combining work and family responsibility do not only bring pressure to bear on family daily functioning, but even sometimes 'threatens' the peace at home.

Sometime, I do send files and students research work to the house during weekends. Do you think if my children were under 18 years, I can combine this pressure at work and family life together? The answer is NO? (IFHoD-5).

I always wake up as early as 4:30am prepare my kids to school, since my husband is not in the country at the momment. Afterwards, I rush to work and carryout my duties as a lecturer and pick the kids from school before 5:00pm. With this situation nothing like leadership comes to mind (IFL-13).

The danger of leaving house chores in the hands of house helps cause danger in family cohesion. I may consider leadership role when my children are grown (IFL-18). Women persistently face more household demands and family responsibility (Huang, Hammer, Neal, & Perrin, 2004) even when working outside the home because women are still expected to be the primary caregivers. This reduces time available for work and increases stress, leading to more work-family conflict and attitudes and behaviors that interfere with business leadership.

These comments seem to be a true reflection to female spouses who undertake almost all the household duties. As a result of this permeability of work, family responsibility and duties may cause female academic leadership career. The excessive demands on the individual (female) time and may create uncertainty about the ability to perform roles at work place adequately (Driscoll & Cooper, 2002). A substantial body of evidence suggests that permeability or tensions of family and work roles can lead to decrease of individual desire to attain leadership role or responsibilities. Pleck (1989), used role theory to describe such tensions as inter role conflict. Inter role conflict is said to occur when the compliance with one role is incompatible with the full compliance with another role. The accompanying forces to perform two incompatible roles produce pressure. Work-family interference is particular types of inter role conflict in which pressures from the work role are incompatible with pressures from the family role which cause most women in their desire to attain leadership role.

The second most reported potential cause of low academic leadership among female lecturers in Ghana's polytechnic was gender inequality. The data suggested that gender role and attitudes towards them prevented women from getting into academic leadership position. For instance, IFL-20 commented that the institution has clearly stated that, promotions are based on publication and academic qualification, but when it comes to women competing with men for position, the men lobby for it. When further probing question was asked on gender inequality, she said, male dominant in the institution, is one cause and perceptions of some male lecturers are that most female lecturers are young and do not have the experience and will power for leadership. IFR-1 remarked:

Most men in Ghana still share the primitive perception that women are weak and easily influenced, so when it comes to appointments, most institutional heads prefer men in such key position.

When probed further on her view on gender inequality, she said, removing it from our system will be difficult but minimizing it could done because early perception about women in Ghanaian culture is seen that women were educated, but primarily in domestic studies, so they could assist their husbands and also educate their sons. Rudolph (1962), confirmed that in the past, girls were educated but primarily in domestic studies.

On the contrary, some of the interviewees gave different suggestions, issues of gender inequality do not come to play, and most women are contented when they reach certain height in life. The issue of child bearing, children nurturing and supporting family put off most young female lecturers who have started life to accept certain leadership position (IFL-10 and 14). Men dominate work place so for discussion; speaking with confidence received through their educational experience render most women powerless when it comes to lobbying for position (IFL-16). IFHoD-2 attributed that we live in the male institution so you should expect their dominating when it comes to leadership. Philosophers since ancient times have been in conflict over the role of women in society. The two most important philosophers of the ancient world, Plato and Aristotle, viewed women from totally different perspectives. Plato saw leadership as either male or female and offered both equal educational opportunities (Gillet-Karam, Roueche and Roueche, 1991). Plato believed that education was all that either men or women needed to attain the position of leader.

Aristotle was contemptuous of women and questioned whether they even had souls. Aristotle believed that women were biologically inferior beings whose main function was to bear children. He had a hierarchical view of human society and he thought it right for men to rule over women (Gillet-Karam, et.al, 1991). Powell and Butterfield, (1994) combined prior definitions (Labor, 1991; Morrison, White, & Van Velsor, 1987) to describe the glass ceiling for women as “a barrier to entry into top-leadership positions ... based on attitudinal or bias ... simply because they are women rather than because they lack the ability to handle jobs at higher levels” (p. 68).

Additional cause of low involvement of women in academic leadership, which emerged from the interview data, was related to ethnic favouritism. This has caused many female lecturers not to lead various departments or units. At times, there are some kinds of favouritism among members/leaders in the polytechnic community (IFL-17). When probed further, she observed that, when there is vacant position people vote because they are from the same ethnic group and not on what you are capable of doing. IFL-7 Confirmed that:

Hardly will you see a northerner heading a polytechnic from the southern sector or a southern heading a polytechnic from the northern sector, all because, they perceive the institution is situated in their community, so their community member should head the institution.

IFL-12 also has this to say, go round the polytechnics in the country and see if people are not favoured when it comes to leadership positions. All because, some tribes believe women are not leaders but they are there to support men

### **11. Strategies to Curb the factors that hinder Women from Academic Leadership**

This section sought to find out how the cause of low representation of women in academic leadership can be curbed. The coherent respondents remarks give an indication as to which curbing strategies reported have manifested itself the highest. The interview data suggested that majority of the interviewees were of the view that affirmative action or equal opportunities for male and female lecturers in various polytechnics in Ghana. In attributions to this situation, female lecturers believe that there should be positive discriminative and equal leadership opportunities for members in the polytechnic communities. For example IFHoD-4 remarked:

Every institution should have equal opportunities for male and female lecturers; perception that females are weak; lack leadership skills and are easily influenced should stop and give women the try.

In addition to her citation, she affirmed that every institution should have firm policies to overcome discrimination. That mean leadership position should base on publication, long service. IFL-9 shared her view:

Define policies; practice for promotion and leadership role assigning should be stated clear for every employee. Based on this, it will limit that rate of discrimination.

When probed further on her statement, she said, when there is defined way of doing things, leadership appointment will not come from top management influence but base on proper system on publication and higher height in academia. Institution should stop appointment based on race, sex and ethnic base (IFL-11), but appointment for leadership position should be based on educational rank or number of journal published. With this system it will encourage competition that would influence more female lecturers to compete with their male counterparts. IFHoD-6 added that, if discrimination is reduced, primitive ideas and other tribal or ethnic perception that women are not born leaders will stop; more women would be motivated to accept leadership position.

Mentorship was identified as the second curbing strategy that the interviewees perceived would be used to help female lecturers progress towards academic leadership. The data suggested that more knowledgeable or experienced female lecturers should guide the less experienced ones. For example, interviewee commenting on this issue said:

I was blessed to have a senior colleague, who taught me how to develop through the academic hierarchy (IFHoD-2).

She further asserted that, fresh or new appointed female lecturers should be assigned to the older or more experienced ones to study them for sometime. IFR-1 also confirmed this view:

Leadership is a skill, so vast experience female lecturers in the polytechnic community should help younger ones to develop in their area of expertise. Also the new appointed lecturers should be assigned to a more knowledgeable one so that, they can learn and develop partnership skill in leadership.

Female young lecturers should be appointed as research assistants to understudy their senior colleagues to learn some social and academic ethics about the pros and cans of the job (IFHoDs-3 and 5). IFHoD-5 again added that, when female lecturers are allowed to rise through the ranks in the institution, they would learn more and become vast or more experienced when it comes to appointing them as academic leaders. Ousey (2009) asserts that during the mentoring and socialization processes of nurses, the mentee will have feelings of being an integral part of the team, thereby increasing feelings of satisfaction upon working within the unit.

Encourage mentorship for women to support their career advancement, this way most female lecturers can be appointed to study the males, either acting as assistant head of department for sometime (IFL-5). IFL-11 gave a divergent view, mentorship would work but if females are appointed to the top management and change of bad culture practice of viewing women as inferior, it could encourage more women to aspire for leadership roles. Through peer mentoring programs, the mentee learns a variety of new skills and gains a new found confidence in their capacity to learn new material (Gisi, 2011). In addition to increasing self-confidence and performance, mentoring has been shown to improve professional development. Stewart, Pope & Hansen (2010) argued that accumulation of substantial learning experiences facilitated by peer mentors in both the classroom and clinical setting help graduate nurses adapt to practice more seamlessly and confidently.

Additional curbing strategy emerged from the interview data was related to training opportunities and scholarships for women in various institutions. IFR-1 believed that more training opportunities and scholarship should be given to women to empower them and even go the extra mile to build their self esteem or self confident. When probed further about her statement, she posits that naturally women feel relaxed when they attain certain height in academia, but unless they are forced, they feel reluctant to go ahead. With this, more leadership seminars and training could be organized to usher their mind towards attainment of leadership roles. IFHoD-6 added that, more leadership training programmes and career seminars should be organized to empower women.

The response of the interviewees revealed that factors hindering women towards academic leadership were as result of permeability of work and family boundary, gender inequality and ethnic favouritism. However, the data suggested that, they would be curbed by affirmative action or equal opportunities, mentorship, training opportunities and scholarship.

## **12. Conclusions and Recommendations**

The study unearthed that permeability of work and family boundary was one of the major causes for low representation of women in academic leadership in Ghana's polytechnics. Therefore, if possible, the polytechnic institution should understand the requirement of managing work and family boundaries by providing continuous learning, coaching, career guidance and opportunities for self-development. We therefore, recommend that supportive behaviour of family members can help safeguard the permeability of work and family boundary and also the institution should help focus on the impact of rapid technological advancement that are blurring work and family boundaries.

The study also highlighted that gender inequality prevent women from getting into academic leadership position. For this case, the institution should institutionalized proper structures to ensure the implementation and coordination for equality policies and also integrate equality based on promotion and appointment of lecturers to become leaders. There should be renewal of mind to sensitize staff and the general public that both male and female lecturers can play an important role in development. We cannot afford to relegate female lecturers of our society to traditional roles, which are no longer viable for national development. Institutional attitudinal climate needs to be made conducive for women. Attitudes of top management, senior academic and administrative staff must change.

Moreover, the study revealed that ethnic favouritism was another cause for low representation of women in academic leadership. We therefore, recommend that the polytechnics should institutionalized policies, where voting will not be the order of appointing leaders, but will be based on publication of journals to prevent ethnic favouritism when it comes to voting for leaders.

However, attempts by researchers on curbing strategies on factors hindering women in academic leadership. The data reveals that affirmative action or equal opportunities should be given to all lecturers. The researchers recommended that the institutions should represent women in certain key positions and allocate funds for research to help self-development in academia.

Finally, the study established that mentorship, training opportunities and scholarship would help build women towards academic leadership. It recommended that newly appointed lecturers should undergo training and be given one year probation period to understudy a senior and experienced colleague for better insight of job before full appointment. Availing opportunities for women in academic leadership through training and courses

to learn work related problem solving skills and mechanism for approaching issues and method for effective decision-making.

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