

UNIVERSITY OF GHANA
DEPARTMENT OF PSYCHOLOGY

INFLUENCE OF GENDER ROLE IDEOLOGY AND WORK LIFE BALANCE
ON CAREER SUCCESS OF WOMEN

BY

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THIS THESIS IS SUBMITTED TO THE UNIVERSITY OF GHANA, LEGON
IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF
MPHIL. INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY DEGREE

JULY, 2018

DECLARATION

This is to confirm that this thesis is the final product and a true reflection of a research conducted by Martha Frimpomaa in pursuant of an award of MPhil degree in Industrial and Organizational Psychology at the Department of Psychology, University of Ghana. This thesis was supervised by Dr. Maxwell Asumeng and Dr. Kwaku Oppong Asante. This thesis has not been presented in whole or in part and the ideas of other persons used in this study have been duly acknowledged.

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DEDICATION

I dedicate this thesis to my wonderful parents, Mr. Samuel Amanfo in blessed memory and Mrs. Mary Boahemaa Amanfo for their unwavering and untiring support and contributions towards my personal and academic development.

ACKNOWLEDGEMENTS

I thank the Almighty God who has been so gracious and merciful unto me from time past till now and has guided me up to this point. I also owe a great deal of people for the successful completion of this thesis.

First and foremost, my heartfelt gratitude goes to my supervisors Dr. Maxwell Asumeng and Dr. Kwaku Oppong Asante whose critical and creative comments made this text a much better one.

A special appreciation goes to Dr. Francis Annor for his patience, expert knowledge and time in reading and correcting my manuscripts despite his many busy schedules. I am grateful for the support you have provided me in terms of my theses analysis and other contributions.

Also, I would like to express my appreciation to Kenneth Owusu Ansah my colleague and Emmanuel Ofori Adomako for all their help in diverse ways. I am also grateful to my siblings and friends for their support and encouragement.

Last but not the least, I want to extend a hand of appreciation to all the career women who participated in this study.

Thank you all and may you be rewarded profusely.

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ABSTRACT

This study examined the influence of gender role ideology and work life balance on career success of women. The study adapted the concurrent mixed method design. Two hundred and eighty-one (281) career women comprising of bankers and teachers in the greater Accra region of Ghana were purposively sampled and used for the quantitative approach. For the qualitative phase, one-on-one interviews were conducted with fourteen (14) purposively sampled career women. The quantitative study result shows that gender role ideology and work life balance were not significantly related to career success of women. However, social support moderated the relationship between work life balance and career success of women. The qualitative study also, shows that, women conceive career success as an achievement, contentment, self-improvement, competency, ability to provide for oneself and satisfaction. Also, the result indicated that social support was an important element for career success. The women are able to complement their career and household responsibilities due to the support they receive from the organization and their significant others, and this in turn help them to achieve their career objectives. Further, most participants adapted strategies such as good work organization/planning of work, making sacrifices, time management, self-programming among others, in balancing career responsibilities with family life. Though gender biases exist in the society, it has no influence on women career advancement, women receive encouragement from the opposite sex and sometimes the society and this inspire them to go higher in their career.

Keywords: *Gender Role Ideology, Work Life Balance, Social Support and Career Success.*

CHAPTER ONE

INTRODUCTION

1.1.0 Background to the Study

Before World War II most women were involved in unpaid work, their primary job was to take care of the home and support their husbands' career fulltime (Schwartz & Zimmerman, 1992). Women massively entered paid work during the Second World War to serve as standby workers for the active working age males who had then been called into military duty. Women working at that time were considered temporal workers. Marriage and childbearing were considered to be their primary responsibilities (Gutek & Larwood, 1987). Teaching, nursing and clerical jobs were considered to be appropriate only for single women in the 19th century (Nieva & Gutek, 1981). Thus, not more than 3% of married women in the 1890s worked outside the house. By the late 1970s however, almost half of the married women and 40% of women above 16 years worked outside the home (Domenico & Jones, 2006) though they considered paid jobs as additional work to their domestic responsibilities (Tinklin, Croxford, Ducklin & Frame, 2005). The ensuing effect of continuous rise in the number of female workers all over the world has carved a niche for the "working woman" to be accepted as a norm and not a social oddity (Catalyst, 2002).

Due to developmental and organizational changes as well as societal factors, there has been a disparity in career development between men and women. Basically, no difference exist between men and women career growth, however, it is much complex due to societal gender barriers (O'neil, Hopkins, & Bilimoria, 2008). Job-related achievement and fulfillment are associated with life problems for modern-day woman; hence women crave to prosper both personally and workwise. Yet, an organizational certainty faced by modern-day

organizational and competent women does not seem to have wedged up with their career choices and preferences of life.

These structural certainties continued previously when men workforces were the custom. However, there has been improvement in females' achievements in education over the past years (International Labor Organization-ILO, 2016). Women were counted between 40 and 60 percent of the highest graduates in all European Union nations in 2012, records shown a persistent rise in females schooling than men (European Commission, 2016). However, advancement in female's education is not reflected similarly in the arena of job, especially where gender disparity exists (ILO, 2016). The absorption of males and females in diverse segments and professions is prevalent over nations, as continuing attributes that contribute to gender disparities in relation to quantity and the worth of careers (French & Strachan, 2015; ILO, 2016).

The role of women in the Ghanaian society cannot be underrated. They serve as fore bearer of the next generation and as creators and suppliers of goods and services especially in the traditional ages. Women in Ghana continue to play vital roles in the work force in modern ages. According to Ghana Statistical Service (2005, 2008), there has been a rise in female's involvement in remunerated service over the past four years. In Ghana, out of the 64.7% of the female population, 48% are in paid jobs (GSS, 2015). But out of this only few are working in senior management or decision-making positions. Despite efforts by government advocating for gender equality, majority of men occupy top managerial and decision-making positions in Ghana (GSS, 2012). Indeed, the perceptions of women as being inferior to men abound in Ghanaian communities. For instance, the Akans have a proverb that goes like "if a woman buys a gun, it lies in the room of the man" This shows the perception of superiority of the man over the woman. Thus, these traditional perceptions continue to overcome people's

attempt to 'preserve' the African culture or values which in turn justifies the subordination of women (Gyekye, 2012).

Wirth (2001) posits that despite the incredible achievements that women have attained by breaking into paid workforce and professional arenas, their pace of growth has been slower than that of a snail. Wirth (2001) describes this pace as slow and rough depending largely on the country and culture. Several studies have shown that, there is gender inequality in career success of women. The gendered attribute of organizational structures certifies females' restricted entry to commanding positions in organizations. Conventionally, male qualities are largely associated through respectable organization performances than womanly qualities (Powell et al., 2002 as in O'neil et al., 2008). Barriers enforced by these gendered societal settings and traditional gender role stereotypes have rendered career progression of females more complex. Character traits, enthusiasm, societal networking, organizational and career sustenance have been identified as factors that hinder people from having optimistic awareness and attitudes about their personal career success (Ng & Feldman, 2014). On the other hand, women are relatively underrepresented in paid jobs due to stereotypes and organizational biases, however, women perform better on their respective roles than men (Górska, 2016). Likewise, females devote fewer amount of time on salaried jobs than males. Also, the amount of household duties women and men perform, correspondingly, specifies that women carry the significant responsibilities for housekeeping and caregiving in double-income families (Hochschild, 1989; Frey, 2001 as cited in Toth & Toth, 2011).

According to the International Labor Organization-ILO (2016), job-related achievements as well as fulfillment are associated with life problems for modern-day women; hence women crave to prosper both personally and workwise. Yet, organizational certainties faced by modern-day organizational and competent women do not seem to have taken up with their career choices and preferences of life. These structural certainties continue mainly

from the previous times when manly workers were the custom. However, there is a development in females' educational accomplishments over the past years (International Labor Organization-ILO, 2016).

According to Ghana Country Gender Profile (2008), the officially, the commercial division hires insignificant section of the population. Thus, about 5 out of a hundred of women and 19 out of a hundred of men of the economically vigorous populace in 1997. Also, females made up of 50.1 % of the total employment –force and are vastly concerted in the agricultural areas. According to the report, 27.4 % of women engage in trade, 51.1 are into agriculture whereas 13.9 % are into manufacturing. Comparatively, twenty-one out of a hundred of the active womenfolk work economically as unpaid household workers in farming as to 9.6 of men. More so Ghana's largest employer means is the informal sector. The sector mostly employs 80 % of men and 95 % of women. Averagely, womenfolk earned less than 76 % in wage employment than menfolk in 2002 and this leads to wage differentials. Furthermore, male education for adult is 20% advanced than ladies with a considerable wider gap of 30 % in the Northern regions. Scholars have shown that socio-economic and social factors disturb girls' education (Ghana Statistical Service 2006). Richardson (2000), career is inadequate and unsuitable concept, subjected to a conventional prejudice in perception and thought. However, the study projected reflections on how the individual makes personal meaning of work in life. Blustein (2001, 2006) also recognized that there is limited choice in the work both men and women undertake to provide for the family and themselves. He anticipated that we further cultivate a comprehensive psychology of work to address how matters of gender, societal recognition, family upbringing and traditional features influence career development. These features may also limit the variety of changes even for those with the privilege of choice.

Hall (1996) proposed that successful career is no more regarded as rising to the uppermost of the professional pyramid, but currently seen as a mental attainment exclusive to the person. Hall (1996) explained further that, the core ambition of career is attitudinal attainment, thus the sense of self-importance and individual achievement that originates after accomplishing one's utmost significant objective in life, whether attainment, family pleasure or inner peace. Women's career are affected by a larger variety of lifetime characters and have stronger influence on associations (O'Neil & Bilimoria, 2005). Female's career success is influenced by some of these roles. For instance, gender role ideology and work life balance.

Becoming a companion and a mother depicts the traditional duty of a Ghanaian female in the community (Sefa-Dedeh & Canetto, 1992). Females are therefore required to marry and give birth. They are also accountable for all domestic tasks and baby-sitting. Moreover, the female is again obliged to assist in family's work such as farming, weaving and pottery when necessary. Their jobs were limited to the household and were basically unpaid (Sefa-Dedeh & Canetto, 1992). However, research on gender perception by Akotia and Anum (2012) concluded that, males 'discernment on gender roles are static and modifies a little with fluctuations in schooling. Their study confirmed that advancement in education utters females 'discernment on gender roles expressively but not males. Hence, gender role ideology may serve as a hindrance to women career.

As an outcome of the intensification in double-career/earner wives and mothers in the workforce, employees are increasingly having to create an equilibrium between their career and family responsibilities (e.g., parents, spouse, employee). This has become an issue for both employees as the effects extent to their families, the organization for which they work organizational psychologist, health professionals, and policy makers.

Although positive outcomes have been found to result from multiple role for individuals, the family, and organizations (e.g. Barnett, 1999; Cooksey, Mmenaghan, &

Jekielek, 1997), numerous research have showed challenging concerns (Greenhaus & Parasuraman, 1987; Thompson, 1997).

The persistent problem of unpaid house work, motherhood and child rearing limit the time and strength existing for working women to receive revenue and engross in additional events (Dako-gyeke & Ibrahim, 2012). A study finding highlighted on the belief that the experience of work–family struggle exceeds traditional limits and that workers in Ghana practice work–family conflict just as their peers in Western and advanced states (Karimi, 2008). Annor and Amponsah-tawiah (2017) although their research studied gender discrepancies in stages of work–family conflict, it has become necessity to appreciate the experiences and consequences of work–family conflict in the Ghanaian settings, mainly those that are exclusive to these settings family-related factors. Gamor, Amissah, Adutwum and Boakye (2014) study provides numerous claims made by scholars in advanced nations. Also, it is obvious that the practice of work life balance by workforces in the advanced countries varies from the workforces in evolving nations like Ghana. These conversions in the study findings transpire on the lines of work elasticity, gender perception, and with life-cycle phases, precisely, with the creation of offspring's in a family. The quantifiable nature of the research does not make room for further enquiry. In addition, the sample size was comparatively insignificant and the use of the expediency sampling procedure limits the ability to generalize the findings. With respect to this, the purposeful sampling and a bigger sample size will be utilized in this study. However, Gyekye (2012) findings were consistent with earlier findings that women encounter the glass ceiling barrier whilst climbing to the top and there have also been bounded research on women career success in Ghana. The study was conducted among some middle managers and senior managers, this research would consider both lower and middle level managers including other professionals.

1.2. Statement of the Problem

Women made up between forty and sixty % of most senior graduates in all European Union nations in 2012, records have showed a persistent rise in women education than men (European Commission, 2016). Nevertheless, women's advancement in schooling has not been expressed similarly in the field of jobs, where gender disparity exists (ILO, 2016). The absorption of males as well as females in various segments and professions is prevalent across nations; this has been a lasting attribute that adds to gender gaps in relation to quantity and the value of jobs (French & Strachan, 2015; ILO, 2016).

Current investigation has instituted that male and female profession are significantly unlike (O'neil et al., 2008). Females' professions are affected by diverse structural and societal issues than male' careers. Organization stands at a loss when it allows barriers in whatever form to hamper employee's talents from being fully exploited (Morrison, White, & van Velsor, 1987; Guy, 1992). When women are deprived of career success, it also denies organizations of diversity that businesses now need to contest successfully with their competitors. Therefore, barriers, whether intentional or unintentional, act as threat to the proper functioning of organizations. It has therefore become critical that organizations select the best candidate from a large pool of applicants which includes women not only to benefit from having the best candidate but also increase diversity which has become key in today's economies.

Findings by Al-Asfour, Tlaiss, Khan, and Rajasekar (2017) show that little research have discovered job problems and career barriers encountered by female's in the Province of Saudi Arabia. The phenomenological qualitative method was used for the study. They drew on 12 comprehensive semi-structured interviews with women in Saudi Arabia. The study used convenience sampling and insignificant sample size therefore; it is presumed that the conclusions could not be applied to all women employed in Saudi Arabia. Whiles previous

studies have provided information on gender inequality in career success of women, few studies have addressed the fact that inflexible working arrangements and household responsibilities are major challenges women encounter in the formal sectors (Schmiede & Yousaf, 2017).

Although, there is a demonstrably developments in women empowerment and their general life, substantial encounters still persist for females' involvement in admittance to schooling mostly at the second cycle and tertiary levels, supremacy and access to fiscal assets. Less feminine enrolment at second cycle and tertiary levels poses a challenge to feminine contribution in decision-making at complex levels and their contributions to paid jobs and higher-level professions. With regard to governance, there is inadequate women representing and participating in public life. Likewise, the predominance of female's in the informal sectors, principally participating in influential or unpaid household jobs or menial jobs is alarming. This makes it difficult to develop a strategy to end the feminization of poverty. In addition, socio-cultural practices, customs, and social approaches tend to inhibit women from engaging in wage services (Grey, 2013).

Several scholars have used objective measures for career success (Gould & Penley, 1984). Yet, some scholars disclosed some limitations of these measures. Korman and Korman (1980) proposed that other investigators have claimed to have hypothesized subjective career success (Erdogan et al., 2004; Hofmans, Dries, & Pepermans, 2008). Nevertheless, Judge et al. 1995 as in Hennequin and Hennequin (2009) proposed that research studies have remained inadequate as they do not consider subjective and objective characteristics of career success at the same time. Really, it is through the blend of both measures that success can be understood. This blend is necessary in order to attain a comprehensive knowledge of the idea (Hennequin, 2007). Measures of success must replicate the prevailing values in society and also individual feelings (Bretz & Judge, 1994).

In Ghana, out of the 64.7% of the female population, 48% are in paid jobs (GSS, 2015). But out of this only few are working in senior management or decision-making positions. Despite efforts by government advocating for gender equality, majority of men occupy top managerial and decision-making positions such as Chief Executive Officers and Directors in Ghana (GSS, 2012). Statistics show that, GCB Bank Limited has gender ratio 1:2:1. Thus two out of 10 women hold executive managerial positions, 58 out of 222 holds managerial positions, 269 of 339 holds supervisory positions, 561 of 1078 are junior staff and zero out of 4 are sub clerical staff. In that, out of 1922 staff women are 890, making 46% of the working population at GCB. This is evidence that women are underrepresented in formal sector jobs especially in managerial positions. Data from the 2012 populace housing survey situates Ghana's feminine populace at 51% yet women are understated in Ghana's parliament. Out of 275 memberships in Ghana's 7th parliament, only 35 are women members of parliament (MPs) from both the majority and the minority sides. The number signifies only 12.75 out of a hundred of the total legislature (Fact Check Ghana, 2017). Feeling of career failure can have negative consequences for both individuals and organizations (Lemire & Saba, 2002). However, there have been inadequate studies on women career success in Ghana (Gyekye, 2012; Zander & Romani, 2004). Hence this study examined the influence of gender role ideology and work life balance on career success of women in the Ghanaian context.

1.3. Aims/ Objectives of the Study

The research was an exploratory research. The main objective of the research examined features that hinder female career success in the Ghanaian context and also contribute to the prevailing body of empirical evidence that advocates on women and career.

1.4 Specific Objectives

Specifically, the study is designed to determine the impact of gender role ideology on career success of women, to ascertain whether work life balance can predict career success of

women, assess how few women succeed in their career regardless of these barriers and examine how social support will moderate the relationship between work life balance and career success of women.

1.5 Significance of the Study

The study would equally inform theoretical and practical decisions within the organizational settings. The study would theoretically complement the present body of knowledge on the overall subject of factors that hinders women career in Ghana. This is because it would help in its further generalization in Ghana since most studies in this area focus on samples within the United States, Asia and Europe. Though, globally there have been some studies on glass ceiling (factors that hinders women career success) this study would be part of the few studies within the Ghanaian context. Practically, the study would significantly inform government and other stakeholders to employ strategies to reduce gender discrimination in formal organization and also empower females in the field of work. On the other hand, the study would assist career women to have an insight of their tasks concerning career and other life choices. Help women to create their own career development patterns which will help to insure their career success.

Additionally, the paper would contribute to the explanation of work confrontations and barriers of Ghanaian womenfolk in employment and also offers additional understandings to matters encompassing female's career and the necessity to respond to them in order to provide support for their career progression. It would again inspire upcoming females to realize the obstacles they encounter and quickly think through the approaches they must formulate to realize their career and personal goals.

CHAPTER TWO

REVIEW OF LITERATURE

2.0 Introduction

Unlike men the numbers of women in paid jobs continue to be biased despite many achievements women have made at the workplace. This chapter tries to describe the phenomenon of gender role ideology and work life balance based on relevant theories and literature. This chapter explains definition of terms, theories that have dealt actually with career success such as the Eagly and Karau's (2002) theory on role congruity and Social Cognitive Career Theories (SCCT) and also examine and discuss some relevant studies and literature relating to the present study

2.1.0 THEORETICAL FRAMEWORK

2.1.1 The Role Congruity Theory

Considering barriers to women career success is the role congruity theory of preconception toward women managers (Eagly & Karau, 2002). The theory describes how sex and leadership roles are put together to fabricate two categories of biases that trigger propensity for male managers. Gender roles encompass assumptions about what is required for each sex, captivating on mutually descriptive, thus what truly is and prescriptive explains what should be preferably (norms). According to the researcher these predictions create dual comprehensive groups of characteristics: communal which is connected with female's inferior status and agentic which is also linked with men and higher status. Hence, females are naturally viewed as highly in communal and low in agentic qualities in contrast to both manhood and heads. The theory is constructed on the intention that most opinions regarding the sexes are associated with communal and argentic characteristics. The theory speculates that group will be completely assessed when its features correspond to the group's societal

role. Duehr and Bono (2006); Eagly and Carli (2007); Weyer (2007) as cited in Eagly and Karau (2002), postulates that communal features, are strongly connected to women, includes being affectionate, nurturing, and gentle whereas agentic features like violence, ambitiousness and supremacy are ascribed more strongly to men. Further, leaders in task-oriented groups are anticipated to be agentic and of higher status. Hence the merging of these prospects for gender and leader roles demonstrates irregularities for women than men. Eagly and Karau again predicted that, specified the inconsistencies of being a woman and a leader, the role incongruity principle, females have lesser possibility to arise as leaders than do men and will be evaluated more harshly than men when women assume leader roles.

Drawing from this theory Ritter and Yoder (2004) study on gender discrepancies in leadership emergence predicted that the normalizing leadership, supremacy, and masculinity makes males more likely to transpire as leaders, even when females hold agentic features, such as supremacy, corresponding with leadership expectations. The study also confirms the strong approach of indirect gendered impacts on leadership despite present-day commendations of female headship.

A study revealed that the assumptions of cross-temporal variations in social roles were linked with different values of role-congruent features. The study suggested that perceivers evaluation on different characteristics depend on the duties that the group members are presumed to possess, this finding was consistent with the role congruity theory's lodging principle which states that as a group resumes new role, the qualities that facilitate those roles will be more positively evaluated (Diekman & Goodfriend, 2006).

Gender roles are solemnly significant influences on behavior and tend to produce gender-stereotypic behavior in that the roles women play in paid jobs are considered inappropriate as they are probably thought to display communal characteristics. Eagly and Karau (2002) posits that successful females are likely to be appraised unfavorably at the workplace when

they display argentic behaviors as this opposes the prescriptive gender role of women. The Role theory adequately clarifies why some females are discriminated against in some roles than others. Specifically, women are favorably evaluated when they occupy positions that reveal their communal characteristics but unfavorably evaluated when they exhibit argentic characteristics (Carpenter, 2001). Evidently the role congruity theory clearly defines the male and female role, which perceives women as lacking the skills necessary to organize effectively the task-relevant aspects of their work (career) environment which in turn will hinder their career success.

2.1.2 Social Cognitive Career Theory (SCCT)

This theory lays emphases on cognitive-person factors that allow individuals to develop their career privately and that of others (Hackett, Lent, Brown, & Hackett, 2015). Generally the assumptions of this theory is drawn from (Bandura, 1989; Hackett et al., 2015). The theory suggests that, the individual is affected by situation, behavior and personal factors through complicated, reciprocal relations (Bussey & Bandura, 1999). The SCCT's choice model states that, people develop goals to pursue academic and career-vital activities that are consistent with their interests as well as with their self-efficacy and outcome expectations. Also, goals are presumed to be affected by exposure to environmental factors such as social, financial supports and barriers. The presence of supports and the relative absence of barriers can promote the choice of goals both directly and via several indirect paths. The choice model also deals with the process whereby goals are translated into actions. Therefore, career success is affected by specific and perceived ecological factors such as exposure to educational and life experiences and the availability of financial support (Rice, 2010). However, Brow, Duffy, Hennessy, Lent, Miller and Sheu (2010) study on SCCT career model suggested that the precise role of supports and barriers relative to career choice or goals may differ somewhat from SCCT's original theories.

Exploring this theory, Ezeofor, Ireland, Lent, Morrison and Penn (2016) unified the concepts of self-examination, career examination, and “true reasoning” thus, attempt to merge or match self and career features, constitute fairly diverse aspects of the decision making process. The study results suggested that self-efficacy may be partially informed by previous commitment to career exploration activities, availability of support for decision making, and considerations. According to the study, it is obvious that in the absence of prior career decision-making experiences, students also base self-efficacy beliefs in the recollections of how they have made other important life decisions. For instance, whether and where to attend colleges, what to major in, whether to pursue a particular romantic relationship and on how satisfied they have been with these decisions. They further stretched that it is likely perceive career decision self-efficacy, and its practical sources, as partially comprehended from other life situations and, thus, are not entirely domain-specific. Rogers and Creed (2011) examine the adolescent career planning and exploration using a social cognitive career theory framework. The study revealed that, Career advancement is complex, and teenagers rely on meting out a wide range of networking information to make decisions. The findings indicated that students who are exposed to “real world” workplace experiences and opportunities also report more career forecasting and thinking activities.

With respect to this theory, women career success is highly dependent on how women interpret and make sense of their career environment. For instance, irrespective of the environmental uncertainties many women have realized great career and life accomplishments Also, several women have been unsuccessful despite having the environmental advantage (Omair, 2010). Therefore, there is the need to consider other potential factors such as parental actions and peer influence, economic conditions, stereotypes and how women make sense of, and response to, what their setting provides in relation to their career decisions.

2.3.0 REVIEW OF RELATED STUDIES

2.3.1 Career Success

Career is an expedition that takes place over a one's career life. It is normally defined as a pathway that includes categorization of works that involves improvement of skills and abilities (Buzzanell & Kristen 2013). Similarly, Collin (1998) describes career as individuals' interaction with organizations and society and this interaction becomes a story that people create about themselves throughout their working life (Savickas, 2009).

Moreover, partisan, economical, technology, demographics, nature and work structure and organizational change influences have changed most of the settings in which work transpires. These factors are stimulating structures of career opportunities which are universally felt (Inkson, 2007). These variations influence one's thought of the contact among individual and organizational professions (Collin & Patton, 2009a; Patton & Collin, 2009). More so, one most influential career success factor is being able to work with people (Amaratunga, Fernando & Haigh, 2014). However, organization and the academic profession, workplace relations, career development, values expectations, absence of organizational support, finding a balance and gender structure as factors that hinders career success of women (Santos & Santos, 2016).

These wider descriptions of career create awareness to the concept of career success. Career success is defined as precise or objective, and deduced or subjective achievements of persons, in their career lives (Van der Heijden, de Lange, Demerouti, & Van der Heijde, 2009). The objective career success emulates demonstrable accomplishments in areas such as performance at work, salary, position, and elevations, while subjective career success is an individual assessment of how successful one feels. It is the individual's perception of career growth, which might include attaining a level of competency, gaining a feel of personal accomplishment from labor, gaining credit for job discharged, becoming influential at work,

appreciating task, working with integrity, and effectively harmonizing household and career life (Riordan & Louw-potgieter, 2011). Similarly, Gilat (2015) discovered that women certainly experienced an intense individual development of self-approved, which in turn inspires an increasing cognizance of their inward proficiency and capacity to induce on such influence and additional characteristics of life. Also, Neil, Bilimoria and Saatcioglu (2006) concluded that women career success depend on the individual level outcome than personal features. They also identified Guidance seeking and human capital as major contributor variables of satisfaction to women career success. Other studies have also reported that women's career advancement is determined by change in personal behaviors, such as being forceful and self-confident. The study also instituted that women's career advancement is not based on the organizational structure but a matter of individual choice (Neil, Hopkins, Sullivan, & Sullivan, 2011).

On the other hand, an exploratory study showed that women generally accept that their careers do not afford upward mobility. Therefore, they do not base their expectations on high-hierarchical position but more on psychological characteristics. Likewise, Individuals conceptualized their career success differently. The study further proves that blue-collar employees seek diversity in their services than those recognized by their organization (i.e. money) so it is necessity to let blue-collar employees to realize and comprehend their career potentials (Hennequin, 2007). However, Hay, Hodgkinson, Hay, and Hodgkinson (2006) explanatory approach study results showed that success was mostly defined in a considerable wider relationships than conservative ideas of stir achievement. The study focused only on one experienced MBA program Meanwhile other traditional programs could have been considered.

Al-Asfour (2017) explored the lived practices of working Saudi female's career success through detailed discussions. The outcomes disclosed a substantial amount of

outstanding social and operational structure and ethical hindrances to the progression of Saudi females in paid work. These hindrances include inadequate mobilization, the influence of gender labels, gender inequity at work, restricted chances of career progression and advancement, unnecessary call on duty caused by lack of family-work equilibrium and gender-based clashes connected to dealing with pregnancy. In spite of the contributions of this work, it was concluded that the results cannot be established to all working females in Saudi Arabia due to small sample size the researcher used (Al-Asfour, 2017).

Rice (2010) examined Africa women at the work place and the model of career development. Her research found out that African women career developed in three ways. The individual's bicultural life construction, inward career or psychological measurement and the organization in which the individual is associated to direct expectations and outlines the standards. Current study outcome grounded on thorough discussions with 48 great successful females, scrutinized the inner changing aspects of women's career. Most of the successful females displayed greater career supremacy; the women either worked continuously as full-time staff, combine household tasks and their career or decide to stay childless. The study further recommends that there should be "genuine equality in all aspects of life" to achieve a transformation in the prevalent labels of a successful women's career (White & White, 2006).

However, a study intended to evaluate the significance of career development and its influence on the flexibility Black women career discovered that Black females gain more experience as they stay in their organizations. They also experience career mobility when they get involved in actions that improve their reputation (Livingston, 2003). However, women who are employed in smaller organizations have higher levels of self-efficacy whereas those who are employment in larger institutions experience greater career mobility.

On the other hand, females who were proactive stand the chance of being promoted (Livingston, 2003).

Similarly, Kim and Brunner (2009) explored lived experiences of twelve women and outlined these strategies for women career success: Women need to acquire sense of equilibrium between role-related and gender-related expectations, women should place more emphasis on their prime purpose by keeping smart schedules. On the other hand, women should be able to stay “feminine” especially in the way they communicate; females should do away with anything that hinders their career success and strategize to confront with difficulties when the need arises.

Ballout (2009) also expanded works on career achievement by investigating the intervening role of self-efficacy on the correlation of job involvement and career success. The outcomes disclosed that employee with middle to high self-efficacy are able to sail through both subjective and objective career than those with low self-efficacy. This proposes that people with high sense of career commitment and self-efficacy would appreciate upraised remuneration and a significant career fulfillment. More so, Career involvement predicted objective career achievement in the terms of salary level and subjective career achievement in the form of career fulfillment. Ballout (2009) also concluded that due to the diversified nature of the study, causal conclusions cannot be drawn.

Beauvais, Lyness and Thompson (1999) conducted a survey and recognized supervisory support, career concerns, and time expectations of the organization as three potentials of work–family culture. However, the study found out that, encouraging work–family culture is significantly linked to how workers are determined to use work–family benefits, their commitment level, the intention to remain in the organization, and the scope of familiarizing with work–family conflict.

Burke and Mckeen (2006) study on Training and Development Activities and Career Success of Executive and Proficient Women postulates that, executive females employed in minor establishments expresses higher job satisfaction. On the one hand, effective training has substantial influence on job satisfaction. Managers who embark on training and development actions also show high level of job satisfaction and countless career success. On the other hand, executive females who work extra hours per week, those with little working experience in their current position and women who participate greatly in numerous training and development activities are more hopeful to be successful in their career.

An exploratory study explores ladies' attitudes toward career success. The results projected that career success of Lebanese female executives is not hypothesized completely by means of the objective or the subjective procedures but relatively on the inflexible bias or unbiased flaws. It was also revealed that career success of the female executives is well projected and described by the individual and behavioral attitudes than custom approach (Tlaiss, 2015).

Turban and Dougherty (1994) utilized structural equation modeling to examine interactions between mentees behavior, mentoring, mentoring received, and career success. 147 directors and experts were sampled for this study. The study concluded that emotionally stable and self-monitoring mentees mostly establish good rapport with mentors and this leads to career fulfillment and perceived career success. Furthermore, the study postulates that guidance received was clearly linked to perceived career success especially when mentors commend their mentees for exciting and detectable tasks or exhibit, activities that are vital for the mentees success. However, the study employed student's respondents who had little or no experience in the field of work therefore, the result cannot be generalized.

Heslin and Turban (2016) research focused on realizing concepts that permit the development of career success of individuals. The study pointed out some of the concepts as

sharing observations about their performance, efforts appreciation, suggesting ways they could work to discover their suitable career, provide support to assist others gain admittance to mentoring and other career chances and also act enthusiastically to improve unbalanced performances about how career chances are apportioned.

Hewlett (2002) as in O'neil et al. (2008) proposed that most high-accomplished females have forgone their capability to have kids in with a view to meet the requirement of their career development. The researcher suggested that most high-achieving females concentrate on their careers and suspend childbirth. Females are compelled to make a choice between having a family and having a successful career. Some females are able to blend both; however, they usually feel they are not able to satisfy all. Also, there is the possibility to life time transformations in the acceptance of both. On the other hand, there is a likelihood of younger women to believe it is possible whereas older women, who on one occasion felt the same, have reviewed their descriptions of what it takes to have both. On the contrary, most middle women have adjusted their lives to concentrate more on family, individual interests and relationships (O'Neil & Bilimoria, 2005).

O'neil et al. (2008) suggested that deficiency in common administrative practices and the absence of females in the decision-making channels are the major hindrance to females' development. However, women managers referred to matters of organizational culture such as labeling and prohibition from imperative networks. According to the researchers, such unequal views continually work contrary to the progress of females into top management ranks. Even women who do advance to such positions testified lower levels of reward, movement and control as compared to men in like positions.

2.3.2 Work Life Balance (WLB) and Career Success

Research on “work and family” emerged in the literature in the 1960s and the 1970s (Perry-Jenkins, Repetti, & Crouter, 2000). Research on work and families began for the first

time in the 1970s to reflect an open-systems approach (Katz & Kahn, 1978), in which investigators assumed that what transpired at work affected what transpired at home vice versa (Cambell-Clark, 2000).

Brief and Nord (1990) postulates that, research into the interdependencies between work and home life emanated from rising interest in these social trends: an increase in divorce rates leading to a greater percentage of single parents, the diversity of family structures (Stoeva, Chiu & Greenhaus, 2001), the increasing participating of mother's and women in the labor force (Frone, Yardley & Markel, 1997; Kirchmeyer & Cohen, 1999), increase demand for part time work, greater mobility of workers reducing their access to family support, the increased interest in enhancing life outside work, and the increasing value of the father's role within the home (Levine & Pittinsky, 1997).

Work Life Balance is experienced when strains from the sphere of (paid) work are compatible with strains from another sphere, for instance domestic responsibilities. Women's valuation of work life balance comprises of family situation, home arrangement, size of the family, and strategies of life. Balanced living transpires once events and objectives in specific area have no adverse impact on another events (Pichler, 2017).

Work life balance is endangered if household tasks obstruct attention of one's career. On the other hand, work life balance as either associated to fatigue-based or time-based battles among career then family life. Therefore, they are termed as career-to-family conflict and family-to-career conflict on the one hand (Erikson et al. 2003 as in Pichler, 2017).

Work-family imbalance is experienced as a result of tension. Greenhaus and Beutell (1985, p. 77) defined work-family conflict as "a form of interrole conflict in which the role pressures from the work and family domains are mutually incompatible in some respect". Work on work-family conflict instituted that this variable impact on a volume of

consequences which includes mental distress, job gratification, organizational commitment, turnover, and life fulfilment (Carlson, Kacmar & Larry, 2000).

Omair and Omair (2010) identified work–family imbalance and double role conflict, gender stereotypes and working conditions as major barriers to women career development. Similarly women encounter a lot of career barriers such as gender stereotype, difficulty in complementing work and family and also lack of expertise in Human Resource Management (Navarro-astor et Roman-Onsalo & Infante-Perea, 2017). Uncompromising working measures and household duties are also substantial difficulties that women encounter in the formal sectors (Yousaf & Schmiede, 2017). On the one hand, few women in paid jobs find it demanding to balance work and family (Navarro-astor et Roman-Onsalo & Infante-Perea, 2017).

On the contrary, Ezzedeen and Ritchey (2010) study on career development and family strategies discovered managing strategies created by managerial women in relations to their household, career development and how to sustain career/family balance. The study also suggested that the establishments can surely decide to be at the lead of social change.

Females ought to foster social support in the workplace, at home, and in the community and be tactical about these relations. Most researches lay more emphasis the role of parenting in the study of work-family conflict. However, Hamilton et al. (2006) found that women without children experienced work to life conflict than life to work family life conflict. They propounded two possible explanations to work family conflict: that organizations often rely on non-parents to take on extra duties when necessary and now women with no children are possibly disburshed by their work.

A study assessed and compared female's positions in paid jobs with males and the results demonstrates that quite a number of females would prefer working in a lower position rather than managerial position. Likewise, it was confirmed that most females refused to

accept such views due to numerous household tasks, females' prejudice, insufficient feminine tendencies, disapproving condition on the labor market and followed custom (Brighton, 2000). However, according to Brighton (2000) there is a transformation, circumstances have changed, and the few females who presently occupy managerial positions do not cover-up their hitches any more they are aware of the unjust treatment, and express stronger motivation for career development.

Ghasemi ((2015) argues that women in Iranian society actively refuse to accept stereotypical similes such as the traditional woman's dedication to family roles and responsibilities and 'the enlightened woman' who is actively involved in societal roles and neglects household duties. The study maintains that, highly educated and energetic women support the fact that the mother's role continues to be vital to their life. However, as women still remain faithful to the family and motherhood ideas, they create different self that values education and professionalism participation in their culture.

Karimi (2008) concluded that the issue of work–family conflict exceeds cultural restrictions and that employees in Ghana experience work–family conflict just as their colleagues in Western and advanced states. Since women's key responsibility is taking care of the home, they normally experience bigger challenge of balancing their work and family responsibilities. Though men are getting more involved in caring for their children and are expressing more concerns about balance they still appear to be more disinclined to change their work plans to achieve balance however, female managers often take time off their normal schedules through their careers (Lyness & Thompson, 1999).

Annor and Amponsah-tawiah (2017) studied the appraisal of the psychometric properties of two scales of work–family conflict within the Ghanaian workforce. Although the study analyzed gender variances in levels of work–family conflict, there is the need to

appreciate the experiences and consequences of work–family conflict in the Ghanaian settings, predominantly those that are unique to these contexts family-related factors.

The continual baffling of unpaid household work, child bearing and child care hinder the time and energy accessible for working mothers to earn income and engage in other activities (Dako-gyeke & Ibrahim, 2012). Gyekye (2012) found same-sex rivalry, work-family conflict, gender role socialization and lack of initiative as barriers to women's efforts in climbing the career ladder. However, work-family conflict was found as the most prevalent.

Gamor, Amissah, Adutwum, and Boakye (2014) found out that the experience of work family conflict by employees in the developed world differs from that of employees in developing countries such as those working in hotels in the Sekondi-Takoradi Metropolis of Ghana. These differences in the research results occur on the lines of work flexibility, gender perspective, and with life-cycle stages, specifically, with the introduction of children in a family. The quantitative nature of this study does not allow for probing. a qualitative approached should have been employed to get more insightful study on the WFC among the employees. Again, the cross-sectional nature of this study does not allow for the observation of subjects over a period of time therefore a longitudinal design should have been used to determine the incident rate of WFC in an employee's natural work environment and family environment. In addition, the size of the sample is relatively small and the use of the convenience sampling technique restricts the ability to generalize the result.

Gyekye (2012) studied women at work: a study of the glass ceiling phenomenon among managerial women in Ghana. These findings are consistent with earlier findings that women encounter the glass ceiling barrier whilst climbing to the top. The study also found that measures that helped women buffer the effects of the glass ceiling barrier were: Organizational support, religiosity, mentoring support from significant others, personal

sacrifice and time management and organizational fairness. As the study was conducted among some middle managers and senior managers, it is believed that future research should turn a focus on studying whether these barriers are also existent for lower level managers.

There have also been numerous studies on family work balance in Ghana but most of the studies do not look at how this work balance affect women career success in Ghana (Annor & Amponsah-Tawiah, 2017; Dako-gyeke & Ibrahim, 2012; Gyekye, 2012; Zander & Romani, 2004).

2.3.3 Gender Role Ideology and Career Success

Gender role ideology is a set of societal norms that prescribe the type of behaviors that are basically considered suitable or desirable for a person based on their actual or perceived sex. According to Sikdar and Mitra (2008), men are labeled as violent, risk-taking, decisive and self-governing while's women are considered to be sympathetic, helpful, rational and meek. The expectations and philosophies concerning the qualities of male's and female's normally dictate the kind of work that are considered suitable for them, leading to a situation in which some jobs are well-defined in terms of gender such as male's work and female's work. For instance, female kindergarten teachers and male mechanics.

The cultural structure of maleness and femaleness in the Ghanaian context comprises a belief in basis of organic discrepancies among masculine and feminine humanoid nature and conforming prescribe behavioral (Adinkrah, 2010). These are generally uttered in communal rules and morals and are frequently used to sustain societal influence over women and children (Abu, 1991; Nukunya, 2003). Also, In the Ghanaian culture, male roles are customarily coupled with strength, violence, and supremacy, while female roles are linked to nonparticipation, nurturing, and subordination (Akotia & Anum, 2012).

Similarly, the Ghanaian communities, like other African societies, have prescribed roles for suitable men and women (Adomako - Ampofo 2001). Usually, men are trained to

work outside the home in order to supply the family with their needs whereas females are trained to be homemakers. Based on these discrepancies in socializing male and females, males grow agentic or male features that are considered obligatory in the job setting. Females also develop womanly features which are associated to kindness and nurturing (Akotia & Anum, 2012).

A study reveals that due to the choice of education in Poland women remain under-represented in lower positions and receive less money as compared to men and they are allowed to combine full-time job with household tasks (Lobodziska, 2000). Similarly, priorities are given to male workers in hiring services and it is legitimate that women are protected from hard work. The study further established that women are perceived to lack leadership and organizational talents, ineffective in resolving conflicts, incapable of coping with stress as well as gender-related issues at the workforce (Lobodziska, 2000).

Relatedly, Morley, Bellamy, Jackson and O'Neil (2000) found that the presence of a culture in which women are exempted from social events have negative impact on their career advancement. On the one hand, women Scientists Perceive that, women who pursue career in science are not advancing in the profession because they are unable to question their domineering male working conditions and their growth beyond the boundaries of the established (male) stereotypes for their profession (Simpson, 1994).

Mitra and Sidkar (2008) examined the role of socially constructed gender stereotypes in leadership and their influence on leadership behavior. They concluded that, gender features influence leadership. Also, women have different leadership characteristics than men. It was also concluded that people who have more masculine features are likely to exhibit the transactional leadership behavior (task oriented with low consideration) whereas people who seems to have more feminine features are likely to exhibit the transformational leadership behavior, which emphasizes on relationship and consideration.

Alternatively, women are marginalized in career development processes because of gender-biased perceptions. many women face discrimination during selection and hiring processes (Kim & Brunner, 2009). However, Alonso, Moscoso, and Salgado (2017), researched into the structured behavior as a legal guarantee for ensuring equal employment opportunities for females. The result showed that the structured behavior interview does not produce adverse impact against women, there is no indirect discrimination during interviews and those males and females are given equal job opportunities.

A study on gender-based stereotype at the work place demonstrated that, though some characteristics such as education, age, experience in managing, and working under female supervisor have no quantifiable impact on employees stereotypic approaches to female's in management, the prime source of modeling people's behavior is their own gender (Mihail, 2015). However, further research suggests that unconscious gendered bias weakens females' voices and thus has an influence on knowledge creation, and that standards of tourism academic leadership are skewed to a male 'default', restricting females' leadership opportunities. This has consequences for individual careers and for tourism's development since females' perceptions, methods and research questions remain under-represented and their intellectual contributions undervalued (Pritchard & Morgan, 2017).

Also, a study on gender differences in career choice influence on medical students posits that, women place significance value on comprehensive patient care when selecting a career than men (Behrend, Thompson, Meade, Grayson, & Newton, 2007). This confirms Sikdar and Mitra (2008) study that labeled men as violent, risk-taking, decisive and self-governing and women as sympathetic, helpful, rational and meek.

Appelbaum, Audet and Miller (2017) established that, females are often not selected as leaders due to the leadership behavior they exhibit. However, males are assessed positively when they exhibit same leadership behavior. Though women leadership style is different

from men, effective leadership is not based on gender role or sex but rather linked to the individual. According to Appelbaum et al. (2017), the valuation that female leadership style is slightly effective than men is not based on fact but relatively determined by socialization and perception that positively exist.

Yousaf and Schmiede (2017) study on the reason why women are underrepresented in academic excellence and position of power in the universities posits that women experience several barriers in academia and these ranges from personal, organizational to social. The personal factor showed that females lack the potentials of being leaders and therefore are not appropriate to fit the image of masculine leaders. Females may be skillful but not pleasant as head of organizations. according to Yousaf and Schmiede, females have least interest in specialized growth. Also due to the socialization process women are forced to choose careers that might have restricted chance of development. The study also specified that most establishments desire to engage male heads than females.

Chesters and Elman (2017) used National Survey of Families and Homes data from 1987 to 2003, they realized that males achievement in education was due to economic reasons, traditional gender role behavior and male socialization to task performance.

The adversative influence of female gender on career success in the accounting firm is shown by many researchers across time and space, Jeacle (2011) argued that, though female gender is frequently regarded as undesirable to attain career success in the biased setting, may generally act as a positive attribute in business. The researcher challenged that, Helen Lowe established her own accounting practice organization in 1928 which she ran for virtually seventy years. Helen's story proves that individual experience in a broader sweeping history of the early 20th century gender struggle in the accounting profession. The study further suggested that female gender may even be a positive attribute to achieving business success.

Likewise, Ramsey (2017) established that, agentic characters are perceived to be more significant for success in science than communal characters. Using online survey, the researcher posits that supposed significance of agentic versus communal characters for success in science could contribute to gender biases. Also, the study used only faculty members meanwhile; it might be that agentic personalities might relate to other sectors more than communal personalities. In addition, Owen and William (1993) study posits that, unlike male managers women managers are less self-confidence, emotionally unstable, little analytical less consistent and have poor leadership capabilities. Moreover, the researcher used undergraduate students who are less experience in the field.

Also, a study conducted on when men speak women listen found out that from an initial stage sons and daughters in both the matrilineal and patrilineal societies' study that men and women have clearly definite roles and that marriage permits a man to certain household services from his wife. The existing social structure highlights male leadership and headship. Women work are accorded lower status than males and this enables men to shoulder a leading and decision-making positions (Ampofo, 2017). Although there have been lot of studies on gender most researchers overlook gender role ideology as barrier to women career success and also fail to recognize that feeling of career failure can have negative consequences for both individuals and organizations (Lemire & Saba, 2002). Hence this study intends to look at the influence of gender role ideology and work life balance on career success of women in the Ghanaian context.

2.3.4 Social Support as Intervening Variable or a Moderator between Work Life Balance and Career Success

A study instituted that, social support is very powerful device to women career advancement and women are conscious of the significance of social relations to their progress and well-being. Furthermore, women fall on peers and support networks within the

organization for their professional support. The study also mentioned husbands as a substantial support in both personal and professional domains. Husbands provide financial, professional, and emotional support. For instance, partners' income made it possible for women to make career changes they could not have otherwise. They also provide direct career support in the form of practical aid and inspiration, especially when they are in same professions (Ezzedeen & Ritchey, 2009).

On a contrary, Bradley and Renee Barnett (2007) observed the association among organizational support for career growth. Using quantitative approach, the researcher established that there is no direct support for the influence of organizational support for career growth on individual career management behaviors. However, the sample size was too small making it difficult to generalize the result.

Similarly, Haines, Hamouche and Saba (2015) survey on career success which aimed to observe variables as interpreters of career success by merging the person-organization fit and external marketability perceptions into present career success structures. The finding posits that the direct relationship between external marketability and career success proposes that success can be realized irrespective of organizational support on the basis of actions of one's human capital. The study sampled 546 full-time, permanent, human resource professionals from numerous establishments.

On the other hand, Selvarajan, Singh and Cloninger (2016) examined how personality moderate the relationship between social support and work family conflict. The researcher used 435 full time employees from various organizations. The results indicated that persons with higher level of conscientiousness and agreeableness provide advanced level of co-worker support. The study also concluded that co-workers are more important than managers when it comes to work family conflict. However, there could be common method bias since the study was constructed on single source (quantitative).

Moreover, A study conducted to explore the influence of social support and job involvement postulates that, there is a significant relationship between social support and job involvement (Su & Yan, 2018). Thus, job involvement is influenced by social support. The study was quantitative in nature besides it deployed correlational cross-sectional method which made it difficult to draw causal relationship among the variables.

According to Lyness and Thompson (1999), due to the greater difficulties of managing a home and probably two careers, married employees, working mothers and large families are possible to practice work–family conflict and also use more family-supportive benefits than unmarried employees.

There are a lot of contradicting views in regard to social support (Ezzedeen & Ritchey, 2009 & Haines, Hamouche & Saba,2015). In view of this the researcher decided to look at the moderating effect of social support and work life balance in relation to career success in that social support serves as a buffer to reduce the work life conflict which intern helps the women to balance their career and family responsibilities. On the other hand Carlson and Perrewe (1999) have found the significant role of social support as a moderator using specific domains of life especially family and work. In this regard, social support is seen to have a direct impact on work-family conflict.

2.4.0 Rationale

Naturally, females are interactive and they value being related with others and their career decisions are wedged by influence of their careers on the significant people in their lives. also, there is an increasing trend of women leaving their jobs, to care for their children (Shanmugam, 2017). Schwartz (1989) coined the term “mommy track”, which denotes the career decisions mothers make to permit them more flexibility and reduced work time, with a trade-off that reduces or blocks career progression. Women also get into “daughter track”, thus selecting jobs late in life to cater for their dependent parents (Shanmugam, 2017).

Most research of gender discrimination in the workplace proves quite clearly that much of females' hindrance can be traced back to their double role. This further explains their concentration in low paid, part-time engagement and their under-representation in most senior levels of management where organizational commitment (usually interpreted into working lengthy hours and acting in a manner which shows that work is more significant than family) is perceived as an vital condition (Doherty & Doherty, 2012). Most researches have emphasized that conservative gender roles of women career are noticeable and vertical segregation is also rampant with females who are marginalized in paid works. On the one hand, good number of females are glowing in proficiency and accomplished degrees and entering the labor force, but these women are not reaching the top corporate management ranks (Fernando, Amaratunga, & Haigh, 2010). However, most research focused on women from western countries (Valk, Van der Velde, Van Engen, & Godbole, 2014)

Despite the extensive social support systems available for women and the nature of work that is far more women-friendly, career interruptions at the time of marriage and parenthood do happen. Therefore, this research aims to study two factors, namely, work life balance expressed as family interfering with work (FIW) and work interfering with family (WIF) and also explored the impact of gender role ideology on career success of women in the Ghanaian context. The study on the other hand determined if social support will moderate work life balance and career success of the women.

2.4.1 Research Questions

This research aimed to answer the following questions

- What factors underpin the experiences of women career success?
- How do career women construct career success?
- What factors hinder women career success?

2.4.2 Hypotheses

1. There will be a significant negative relationship between gender role ideology and career success of women.
2. There will be a significant positive relationship between Work life balance and career success of women.
3. Social support will moderate the relationship between work life balance and career success of women.

2.4.3 Conceptual Model

It is anticipated that work life balance and gender role ideology would significantly predict career success. Moreover, social support is expected to moderate the relationship between work life balance and career success.

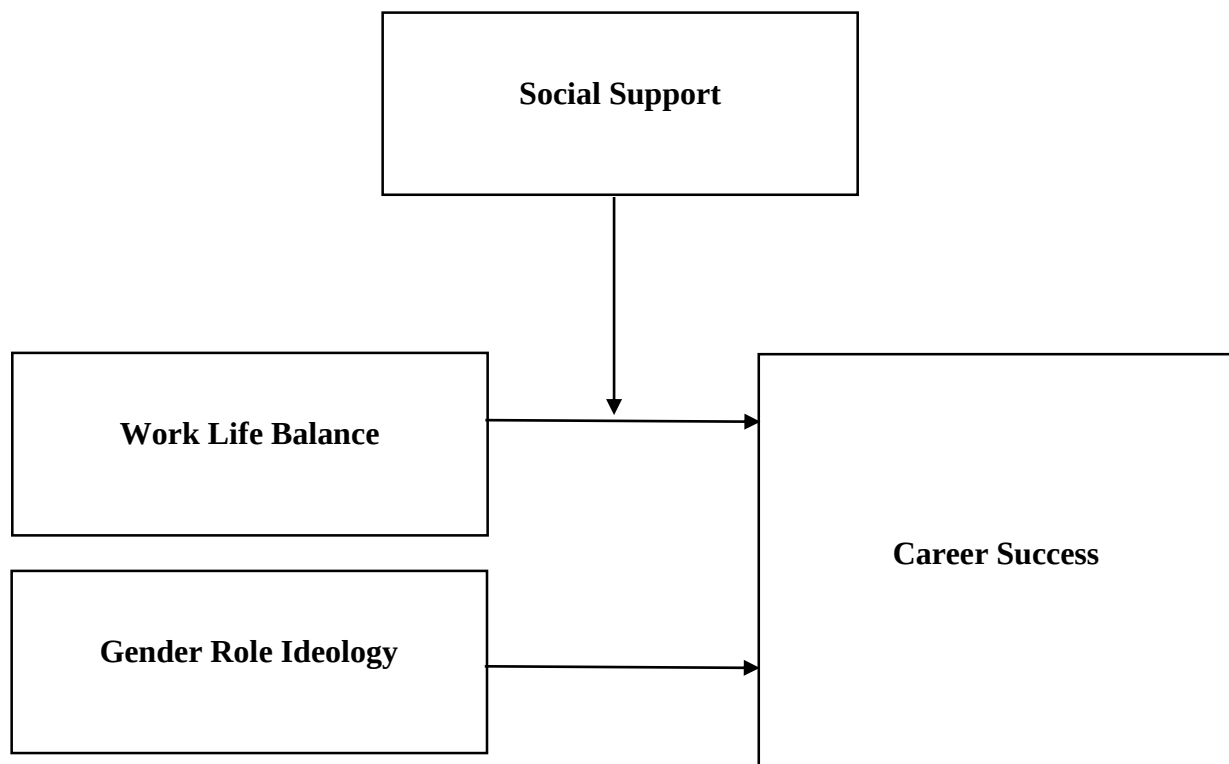


Figure 1: Summary of hypothesized relationship between the study variables

METHODOLOGY

3.0. Introduction

This chapter gives a thorough accounts of the study's methodology which includes the organization/setting in which the study was conducted, the sample size and its characteristics, the sampling technique, the research design, and the various instruments used for data collection, how the instruments were piloted and their psychometric properties. It further explores the data collection procedures in line with ethical guidelines and practical challenges and discusses how data collected was managed and analyzed.

3.1. Research Design

A concurrent explanatory mixed method design also known as the convergent parallel design was used in collecting data for this study. With this design, the researcher collected both quantitative and qualitative data at the same time, ranked the methods equally and then combined the information when interpreting the findings (Creswell & Plano Clark, 2011). Mixed method is a technique in which both quantitative and qualitative data are combined in a single study to collect and analyze data. Since quantitative methods was insufficient to capture the particular meanings of success factors and barriers to career success of women (Braun, Knipfer & Peus, 2015). Both qualitative and quantitative approach was chosen. On the other hand, using a mixed method helps in understanding and explaining the research problem better than using either quantitative or qualitative (Creswell, 2012). Also, integrating quantitative and qualitative method into one study ensures that the weaknesses of one method are supplemented by the other. That is the use of a single method (quantitative or qualitative) has its flaws but combining the two methods in a single study ensures that these flaws are reversed by the other (Halcomb & Hickman, 2015). More so, the concurrent mixed method assists the researcher to observe research gathered using both data forms to produce “deep structure” conclusions (Castro & Nieri, 2008). Thus, the offer strengthened the explanatory

power above and beyond the single use of a qualitative or quantitative method. One core feature with this approach is its equivalent emphasis given to qualitative and quantitative data forms to simplify rich, “deep structure,” data evaluations and explanations (Ahluwalia, Braithwait, Butler, Resnicow & Soler, 2000).

3.2. Quantitative Study (Study I)

3.2.1 Population

The population for this study consisted of career women working in the formal sectors of various organization, specifically female bankers and teachers across Greater Accra region. The study was conducted in four selected organizations in the Greater Accra region. The organizations were GCB Bank LTD. National Investment Bank, Republic Bank and teachers in Ghana Education Service within the Ga - South Municipal. These organizations were chosen because there are quite a number of women working in these organizations whose knowledge, views, understanding and experiences could be explored to enhance the quality of the research.

3.2.2 Research Design

Study I was a quantitative study and it employed a cross sectional survey design since respondents were drawn from different demographic background. According to Levin (2006) cross-sectional studies are carried out at a specific point in time or over a short period of time.

3.2.3 Sampling and Sampling Technique

According to Dillman (2007), a sample size more than one hundred (100) is adequate to provide a reliable illustration of a study population. Based on this 281 female bankers and teachers were sampled for the quantitative study. Even though a total of 350 questionnaires were distributed, 281 were retrieved. Further examination revealed that all the 281 retrieved were valid questionnaires used for the analysis. Purposive sampling technique was utilized to recruit 281 participants from all the organization. The guiding principle of the purposeful

sample is that every phenomenon under study ought to be well-defined in ways that highlight the participant's experience. This sampling aims at focusing on specific features of the participants that are of interest, which would best aid the researcher to answer the research questions (Creswell, 2012; Stake, 2005).

3.2.4 Demographic Characteristics

Table 1: Summary of demographic characteristics of bankers and teachers

<i>Demographic Variable</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Range</i>	<i>M</i>	<i>SD</i>
<i>Age</i>			<i>4</i>	<i>2.17</i>	<i>1.56</i>
<i>20-30</i>	<i>97</i>	<i>34.5</i>			
<i>31-35</i>	<i>77</i>	<i>27.4</i>			
<i>36-45</i>	<i>70</i>	<i>24.9</i>			
<i>Above 45</i>	<i>36</i>	<i>12.8</i>			
<i>Educational Background</i>			<i>4</i>	<i>2.80</i>	<i>.82</i>
<i>Secondary</i>	<i>22</i>	<i>7.8</i>			
<i>Diploma</i>	<i>59</i>	<i>21</i>			
<i>Degree</i>	<i>153</i>	<i>54.4</i>			
<i>Masters</i>	<i>46</i>	<i>16.4</i>			
<i>PHD</i>	<i>1</i>	<i>.4</i>			
<i>Marriage</i>			<i>3</i>	<i>1.70</i>	<i>.63</i>
<i>Single</i>	<i>105</i>	<i>37.4</i>			
<i>Married</i>	<i>162</i>	<i>57.7</i>			
<i>Widow</i>	<i>8</i>	<i>2.8</i>			
<i>Divorce</i>	<i>6</i>	<i>2.1</i>			
<i>Number of Children</i>			<i>2</i>	<i>1.65</i>	<i>.75</i>
<i>None</i>	<i>143</i>	<i>50.9</i>			

<i>1-2</i>	<i>92</i>	<i>32.7</i>			
<i>3-5</i>	<i>46</i>	<i>16.4</i>			
<i>Tenure</i>			<i>3</i>	<i>1.49</i>	<i>.74</i>
<i>3-10</i>	<i>177</i>	<i>63</i>			
<i>11-20</i>	<i>77</i>	<i>27.4</i>			
<i>21-30</i>	<i>18</i>	<i>6.4</i>			
<i>Above 31</i>	<i>8</i>	<i>2.8</i>			
<i>Position</i>			<i>3</i>	<i>1.94</i>	<i>.80</i>
<i>Junior Rank</i>	<i>90</i>	<i>32</i>			
<i>Middle Rank</i>	<i>129</i>	<i>45.9</i>			
<i>Supervisor</i>	<i>52</i>	<i>18.5</i>			
<i>Managerial</i>	<i>10</i>	<i>3.6</i>			
<i>Religion</i>			<i>3</i>	<i>2.01</i>	<i>.40</i>
<i>Islamic</i>	<i>12</i>	<i>4.3</i>			
<i>Christian</i>	<i>258</i>	<i>91.8</i>			
<i>Traditional</i>	<i>2</i>	<i>.7</i>			
<i>Other</i>	<i>6</i>	<i>2.1</i>			
<i>Occupation</i>			<i>1</i>	<i>1.45</i>	<i>.50</i>
<i>Teacher</i>	<i>152</i>	<i>54.1</i>			
<i>Banker</i>	<i>128</i>	<i>45.6</i>			
<i>Ethnicity</i>			<i>4</i>	<i>2.36</i>	<i>.98</i>
<i>Ga/Adangbe</i>	<i>38</i>	<i>13.5</i>			
<i>Akan</i>	<i>153</i>	<i>54.4</i>			
<i>Ewe</i>	<i>57</i>	<i>20.3</i>			
<i>Northerner</i>	<i>17</i>	<i>6</i>			

Other

16

5.7

3.2.5 Measures/Instrument

Career Success was measured with the Perceived Career Success Scale. It was a four-item scale with a Cronbach alpha ($\alpha = .87$). The items were developed by Turban and Dougherty (1994). Each item was measured on five-point Likert scale ranging from 1(not at all successful) to 5 (very successful). Examples of some of the four items are “How successful has your career been?” “Given your age, do you think that your career is on schedule or ahead or behind schedule?” The instrument was piloted and it produced a reliability of .67. The reliability was again calculated at the end of the main data collection and it revealed a Cronbach alpha of .77.

Work – Life Balance

The work life balance scale was developed by Carlson, Kacmar and Williams (2000). An 18-item scale with Cronbach alpha .85 was used to assess the construct of work life balance. The scale had three items measuring six constructs of WLB. The constructs are time-based work interference with family, time-based family interference with work, strain-based work interference with family, strain-based family interference with work, behavior-based work interference with family and behavior-based family interference with work. Each item was measured on five-point Likert scale ranging from 1(strongly disagree) to 5 (strongly agree). After the instrument has been piloted, it produced a good reliability of .92. The reliability was again calculated at the end of the main data collection and it revealed a Cronbach alpha of .90.

Gender Role Ideology

Gender role ideology was assessed using women as manager's scale (WAMS). The scale was a 16 item developed by Mihail (2015). The items were categorized in three sub scales. The first sub scale was 'ability' which had Cronbach's alpha of 0.86, with this all the items denote a woman's ability to cope effectively with the challenges of managerial roles. The second sub scale was termed 'acceptance'. It had a Cronbach's alpha of 0.74 and includes four statements that refer to the general acceptance of women as managers. Lastly, the third sub scale which was also termed as 'feminine' barriers had a Cronbach's alpha of 0.64. This embraces all the barriers that are credited to femininity (pregnancy, child raising, and emotional sentiments).

Each item was measured on five-point Likert scale ranging from 1(strongly disagree) to 5 (strongly agree). The scale was then piloted and the Cronbach alpha was .84. However, the reliability for the main study was .68. The subscales had Cronbach alpha's ranging from .64 to .86.

Social Support

Social support was measured with the role - relate social support scale. It is an eight-item scale with Cronbach's alpha of 0.84 the scale was a five Likert scale ranging from 1(not at all supportive) to (very supportive) the scale was developed by Song and Xu (2013) to measure how respondents get support from family, friends and significant others. The scale was piloted and the items produced a reliability of .70. After the main data had been collected the reliability was again calculated and it produced a Cronbach alpha of .71.

3.2.6 Data Collection Procedure

Formal request was sought from the Department of Psychology for approval letter in conducting the study. The letter, together with a research proposal and other related documents were taken to the Ethics Committee of the University of Ghana for approval

before data collection. Approval was granted and Ethical clearance was obtained and permission sought from the organizations concern. An informed consent forms were given to participants to append their signature. The possible risks and benefits of the study were explained to participants. This study involved low risk and there was no remuneration for participating in the study. The researcher conducted a pilot study to check the reliability of the scales used. Data was collected during working hours to have access to participants. A number of participants were selected from each organization and the questionnaires were administered to participants who chose to participate in the research. The researcher was present to address issues of difficulty that was raised in responding to the items on the measure. The entire questionnaire could be completed in about 15 minutes. However, participants were asked when at their own convenient time the researcher should return to collect the completed questionnaire. The participants after completion of the questionnaire appreciated for their participation. Data collection was completed within two months.

3.2.7 Data Analysis

The data for the quantitative study was analyzed using the Statistical Package for Social Sciences (SPSS version 25). The specific statistical tools used to analyze the various hypotheses are presented below. Hypothesis one, two and three were analyzed using Hierarchical multiple regression since the hypotheses were testing relationships existing between independents variables (work life balance, gender role ideology and social support) and a dependent variable (career success).

3.2.8 Pilot Study

After approval was granted from the GCB Bank Ltd and Ghana Education Office Ga-South Municipal, a sample size comprising of 30 career women, 15 from each organization was selected based on Connelly's (2008) recommendation of 10% of the total sample for any study. Questionnaires were given to participants to fill. These steps were done in order to find

out if they understand items in the questionnaire and also to simplify meanings of ambiguous items. Reliability of indices was established using data from this pilot study. The reliability coefficients of the measures as found in the pilot study are as follows: Career success measure = 0.67; Gender role ideology = 0.84; Work life balance = 0.92 and Social support = 0.71

3.2.8 Ethical Consideration

With regards to the APA (2002) Ethical Code, this study was guided by certain ethical values in the use of humans as participants for research. The ethical considerations that were highlighted in this study are informed consent, freedom to withdraw, confidentiality and anonymity/privacy. All participants were provided with the right and relevant information regarding the study. This comprised the purpose of the study for which their help or assistance is being sought. They were also provided with information on the potential harm if any that may arise from their participation in the study as well as the benefits of the research. Participants were given informed consent form to fill. Appending their signature on the consent form was not used to force participants to complete the research. The participants were permitted to withdraw from the study at any point if for any reason they cannot continue. Another very vibrant issue in terms of ethics that was highlighted in the study was confidentiality and anonymity of participants' identity and responses. Participants were assured of the privacy of whatever information they were providing to the researcher. Hence, participants were not required to provide their names but were required to provide other forms of identification but this information was not communicated to a third party.

3.3. 0. Qualitative Study

In order to understand that work life balance and gender role ideology are the significance variable that hinders women career success, the qualitative method was used in addition to the quantitative method. This method was to enable the researcher to reach

multiple points of participants view (Gilat, 2015). Mason, (2002) stipulates that qualitative interview is mostly helpful when the study intend to explore people's knowledge, views, understandings, interpretations, experiences, and interactions. Murphy and Dingwall, (2003) also proposed flexibility as one advantage of this approach, essentially in circumstances where there is little prior knowledge about the topic of the research. On the other hand, Feminist researchers largely agree that qualitative interviews can facilitate the realization of many feminist goals, and therefore this method is one of the most common methods in research on women's issues (Bryman, 2012). Moreover, DeVault (2002) argues that women interviewing women create a traditional 'women's talk' atmosphere and Finch (1993) contends that when a woman researcher interviews other women, there is an easy flow of information Oakley (1981) regards less structured interviews as a suitable way of researching women because it gives the subjective situation of women greater visibility not only in sociology, but more importantly in society. Semi structured interviews will be employed in this research in that the questions are specified for the interviewer to freely probe beyond the answers in order to achieve standardization and comparability (May, 1997). Strength that the qualitative method offered this study was richness of context. Evans (2010) described that since qualitative designs pay particular attention to studies in contexts especially where cultural variances play a major role; it allows weaknesses and hidden nuances that are not sufficiently captured in other methods to be adequately covered. Thus, in line with this study's focus on the Ghanaian context, this particular research design was suitable for revealing any restraints or cultural differences that might have existed or escaped other studies that used other methods. Fourteen (14) career women were used for the qualitative study.

3.2.1 Population

The population for this study consisted of career women working in the formal sectors of various organization, specifically female bankers and teachers across Greater Accra region. The study was conducted in two selected organizations in the Greater Accra Region. The organizations were GCB Bank LTD. and teachers in Ghana Education Service within the Ga South Municipal.

Design

3.2.2 Sample and Sampling Technique

Fourteen (14) female bankers and teachers were purposively sampled for the qualitative study. According to Teddlie and Yu (2007), purposive sampling technique are usually deployed in the use of qualitative studies and ‘may be defined as selecting units thus individuals, groups of individuals or institutions based on specific purposes associated with answering a research study’s questions’ (p.77). This sampling technique therefore was appropriate for this study because of the specificity it demanded in answering its research questions. Additionally, Maxwell (1997) explains this type of technique as most suitable for specific settings, persons, or events because it serves as significant source of finding vital information that cannot be gotten from others. Thus, the choice of this sampling technique was appropriate in that relevant information relating to women career.

3.2.3 Data Collection Procedure

Ethical clearance was obtained and permission sought from the organizations concern. Participants were approached at their work places and the objective of the study was explained to them. Those who agreed to participate in the study filled a written informed consent form which assured them of their voluntary participation, anonymity and utmost confidentiality. Prior to conducting the interviews, permission was sought to audio-tape the interview and participants gave consent that the interview should be audio-taped. After the

informed consent was given and permission to record the interview was granted, the interview the interviews were conducted in person in the offices of their respective organizations and in the official language (English). The entire interviews lasted from 20 to 30 minutes. Prior to conducting the interviews, an interview protocol was designed to guide the process with the participants and to test the appropriateness of the questions and to ascertain its content validity. Data collection lasted for a period of six (6) weeks.

3.2.4 Demographic Information

Fourteen career women aged ranges from 35 to 57 years participated in the study. Seven teachers, three headteachers, four teachers and seven bankers' three managers, and two supervisors and two junior rank officers were interviewed. Nine of the participants had 1st degree educational background, four had masters educational background and one PHD educational background. Likewise, 11 of them were married, one divorcee and two widows. It was further observed that all the participants were Christians. On the other hand, ten of them were Akans, two Ewes, a Ga and a Wasa. Eight of them had 3 children each, three had 2, one had 1, one of them had 4 and another one had 6. The participants have worked between 10 and 38 years. Below is the summary of the demographic table for the qualitative analysis.

Table 2: Demography for interviewees

ID	Age	No. of children	religion	Educational level	Working experience	Ethnicity	Marital status
MA	57	3	Christian	Degree	36	Akan	Married
SA	39	2	Christian	Degree	11	Akan	Widow
MR	57	8	Christian	Masters	37	Akan	Married
JAM	44	3	Christian	Masters	17	Akan	Married
PM	43	3	Christian	MBA	16	Ewe	Widow
AE	57	3	Christian	‘O’ level	32	Akan	Married
MF	35	3	Christian	Masters	10	Akan	Married
JA	48	3	Christian	Degree	28	Akan	Married
MAY	35	4	Christian	Degree	10	Wasa	Married
AA	37	3	Christian	Degree	14	Akan	Married
MAD	34	3	Christian	Degree	14	Ga	Married
AN	54	6	Christian	Degree	31	Akan	Married
OAN	48	2	Christian	Masters	19	Ewe	Married
MD	47	1	Christian	PHD	15	Akan	Divorcee

Measurement

3.2.4 Interview Guide

An interview guide was purposely developed by the researcher for the current study. Developing a semi-structured interview guide essentially contributes to the trustworthiness of the interview as a qualitative research method (Johnson, Kallio, Kangasniemi & Pietilla, 2016) Semi-structured interviews also allow for a more natural flow of conversation to occur,

making the exchange of information “more like a ‘real’ conversation, with the interviewer and the interviewee both participating in the dialogue” (Esterberg, 2002).

Specifically, the use of interviews was the main method of collecting data. According to Cassell and Symon (1994), qualitative designs allows for an in-depth examination of participants’ subjective perceptions or ‘lived experience’ Thus the choice of qualitative design for the present study was useful because it helped to achieve the study’s aim of understanding the nature and extent of the factors that hinders women career in Ghana by allowing participants to provide rich, in-depth descriptions of their experiences which was key to understanding the dynamics of the phenomenon. Some of the questions captured in the interview guide include; ‘how long you have worked in this organization and ‘what your professional expectation was when you first came into this organization?’ Also, examples of other questions used for the interview include ‘in your opinion, what are the prospects for professional advancement in this place?’ and ‘what are some of the factors that have been instrumental in your career development?

3.2.5 Transcription of Interview Data

Two major approaches exist in the analysis of interview data and these are transcription and interpretation of interviews such that they follow laid down objectives (Atkinson, 1998). Transcription allows audio or visual data to be translated or converted into written text or form. Though a demanding task, during the process of transcription, there is an ultimate need to ensure that every transcript capture needed information in a genuine and truthful manner and at the same time take into account the purpose of the research analysis (Edwards, 1993). In line with this, the audio recorded interview data were transcribed verbatim as a ‘true’ representation of what each participant thought. Audio tapes were transcribed verbatim, and all effort was made to lessen the effects of misrepresentations and bias.

3.2.6 Qualitative Data Analysis

Thematic analysis was used to analyze the qualitative data to discover prevalent themes in participants' answers to the questions (Boyatzis, 1998). In order for the qualitative research to yield meaningful and useful results, construct under scrutiny is analyzed systematically using thematic analysis was used to summarize the main themes (Attride, 2001).

The study was analyzed following Braun and Clarke's (2006) suggested stages of thematic analysis so as to categorize recurring themes within the responses. These stages include data familiarization, initial code generation, themes search based on initial codes, review of themes, definition and naming of themes and report writing. The researcher translated and transcribed the data with the aid of qualitative data analysis software, ATLAS.ti 7.5.7, the researcher made meaning from the data by coding and writing down significant points of convergence and divergence. That is, the researcher personally read through the data, transcribed the data, wrote memos and later reflected on the information presented by which initial codes were then developed.

Familiarizing yourself with the data. This is the first stage of thematic analysis. According to Braun and Clarke's (2006) the first stage of thematic analysis involves familiarizing yourself with the data by thoroughly reading through the data. This study was done by carefully reading through the transcriptions in order to search for meanings and patterns. During this phase it was good to start making notes and marking ideas before the actual coding began.

The second stage was generating initial codes. This stage involves the production of initial code from the qualitative data. According to Boyatzis (1998: 63) "codes are the most basic segments of the raw data that can be assessed in the meaningful way regarding the phenomenon." Initial codes were generated by reading through the transcriptions in order to

identify sections where reference such as coping, biases, determination, stress, primitive idea, organizational support, supportive husband and challenging work life balance were made to the variables under study.

The stage three was searching for themes. This stage began when all data have been initially coded and gathered. A list of the various codes was identified across the data set and codes were organized into possible themes, and all the vital codes were extracted within the identified themes. However, the identified codes were labeled and classified into various themes such as gender biases, strategies of work life balance, driving force of career success, societal change and social support.

After devising for themes, the themes were reviewed. It was realized that there were not enough data to support the themes; also some themes differed so some themes were collapsed and merged and some were also broken into separate themes. This was done to ensure that data within themes were meaningfully adhered together. At this stage the researcher has a respectable idea of what the different themes are and how they fit together. The researcher tried to gain an understanding from the transcribed interview by reading and re-reading of the data and identifying points of interest linked the identified and harmonized quotes together to form themes.

At the fifth stage of analysis, there was the need for further defining and refining of themes. By defining and refining of themes, the study ensured that part of the data captures each theme and this was done by going back to the collated extracts. For each theme there was the need to identify the story behind each of them and how it fits into the broader story. Finally, after themes have been named and defined, writing up of the report begun. The task of the study's write up was to tell a story of the data in a way that convinces the reader of the merit and validity of the analysis (Braun & Clarke, 2006). By this, the analysis provided

concise and coherent account of the story as depicted in the data. In addition, connections with identified themes were made and the main themes summarized together with their sub-themes with their appropriate quotations. The extracts from data were provided to support the theme in the study.

3.2.7 Trustworthiness of Findings

In order to ensure trustworthiness of the qualitative results, some suggested procedures by Shenton (2004) were followed. All the interviews were audio recorded and transcribed. Based on audio recording procedures, participants' thoughts and ideas during the interview process were well captured. Also, the researcher used probing questions so as to gain comprehensive information from the participants. Participant validation sessions were later held with participants who were readily available and willing to partake. Frequent debriefing sessions were made between the researcher and the supervisor in order to generate ideas for the study. Also, back and forth engagement were made between the researcher and the supervisor until the data was completely analysed. During this process, the supervisor read through the codes, themes and subthemes generated by the researcher in order to examine the level of agreement and disagreement on the analysis and interpretations. Some modifications were made on the codes, themes and subthemes. More so, alternative views from the participants were presented in the study in order to ensure credibility of the results.

CHAPTER FOUR

RESULTS

4.0. INTRODUCTION

The current study employed the concurrent mixed method to study the Influence of Work Life Balance and Gender Role Ideology on Career Success of Women, basically on bankers and teachers working in the selected Ghanaian organizations. Based on this main objective, the study specifically sought to find out how and why gender role and work life balance serve as hindrances to women career success. The study also deployed social support as a moderating factor between work life balance and career success of women. The study findings identified other enumerating factors that are instrumental and challenging to women's career development; and suggested strategies to be employed to curtail this trend. This chapter presents preliminary analysis and inferential statistics of the quantitative data as well as thematic analysis of the qualitative data.

From Table 1.0, majority of the participants were degree holders. Majority (258 representing 91.8%) of the participants further indicated that they were Christians. About 54.1% of the participants on the other hand were teachers whereas 45.6% were bankers.

4.1.0 Preliminary Analysis

The preliminary analysis of the quantitative study was done in four steps. They consist of normal distribution analysis, reliability analysis, descriptive analysis and correlation matrix using Pearson Product's Moment correlation coefficient.

4.1.1 Test of Normal Distribution

Test of normality was done by looking out for the skewness and kurtosis of the scores obtained for the variables in the study. From Table 2, the skewness falls within the range of -1.041 to .164 whereas the kurtosis falls within -.356 to 2.898. Kim (2013) indicates that a

From Table 2 above, the mean and standard deviation for career success is 15 and 2.50 respectively. The minimum and maximum score for career success are 4 and 20 respectively, and thus, the mean score for career success indicates higher levels of career success among the sample. Also, with work life balance, the mean and standard deviation are 47.19 and 13 respectively while the minimum and maximum scores are 18 and 81 respectively. Gender role ideology had respective mean and standard deviation values of 50.75 and 7.52 whereas the minimum and maximum scores are 16 and 76 respectively. This indicates that the mean score is closer to the maximum scores. As a result of this, the scores of gender role ideology for the sample were high. The mean and standard deviation for role social support is 28.46 and 5.2 whereas the minimum and maximum scores are 8 and 55 respectively.

4.2.4 Intercorrelation Matrix for Study Variables

The Inter-correlation matrix which indicates the relationships among the study variables were analyzed using the Pearson Product Moment Correlation and the results are presented in table 3. In order to meet the requirement for multiple regression test, of linearity was done among the independent variables. From table 3, it can be observed that the independent variables are related.

Table 3: Intercorrelation matrix for the study variables

Variable	1	2	3	4	5
1. Career Success	-				
2. Work Life Balance	-.031	-			
3. Gender Role Ideology Scale	-.015	.241**	-		
4. Role Social Support	.146*	-.003	.186**	-	

4.2.0 Testing of Hypotheses

Hypothesis 1: There will be a significant negative relationship between Gender role ideology and career success of women. The results showed that the relationship between gender role ideology and career success of women was not significant ($r = -.015, p > 0.05$). Hence the hypothesis that there will be a significant negative relationship between Gender role ideology and career success of women was not supported.

Hypothesis 2: There will be a significant positive relationship between Work life balance and career success of women. From table 3 above, the relationship between work life balance and career success was found not to be significant. ($r = -.031, p > .05$). Hence the hypothesis that there will be a significant negative relationship between work life balance and career success of women was not supported.

Hypothesis 3: Social support will moderate the relationship between work life balance and career success of women.

Table 4: Summary of Hierarchical Multiple Regression Analysis on the relationship between Social Support, Work Life Balance, Gender Role Ideology and Career Success

Model	<i>B</i>	<i>SEB</i>	<i>B</i>	<i>F</i>	<i>p</i>
Step 1: Constant	15.432	1.070		.149	.000
Work Life Balance	-.006	.012	-.029		.647
Gender Role Ideology	-.003	.021	-.010		.871
Step 2: Constant	13.669	1.268		2.228	
Work Life Balance	-.003	.012	-.017		.778
Social Support	.077	.031	.153		.012
Step 3: Constant	12.954	1.253		5.396	.000
Work Life Balance	-.013	.012	-.068		.270

Social Support	.089	.030	.177	.003
Work Life Balance * Social Support	.008	.002	.232	.000

$R^2 = .001, .024$ and $.073$ for Step 1, 2 and 3 respectively. $\Delta R^2 = .001, .022$ and $.049$ for Steps 1, 2 and 3 respectively

From table 1.5, the analysis indicated that the model in step one was not significant [$F_{(2, 278)} = .149, p > .05, R^2 = .001$]. Thus, work life balance did not predict career success. At step two of the model, social support made a significant contribution 2.2% variance in career success, [$F_{(3, 277)} = 2.228, p > .05, \Delta R^2 = .022$]. Thus, social support significantly predicted career success ($\beta = .153, p < .05$). The third step revealed that the model accounted for 4.9% variance in career success [$F_{(4, 276)} = 5.396, p < .001, \Delta R^2 = .049$]. Hence, in line with the prediction made, the interaction between work life balance and social support was significant ($\beta = .232, p < .01$). Thus, the hypothesis that social support will moderate the relationship between work life balance and career success was supported.

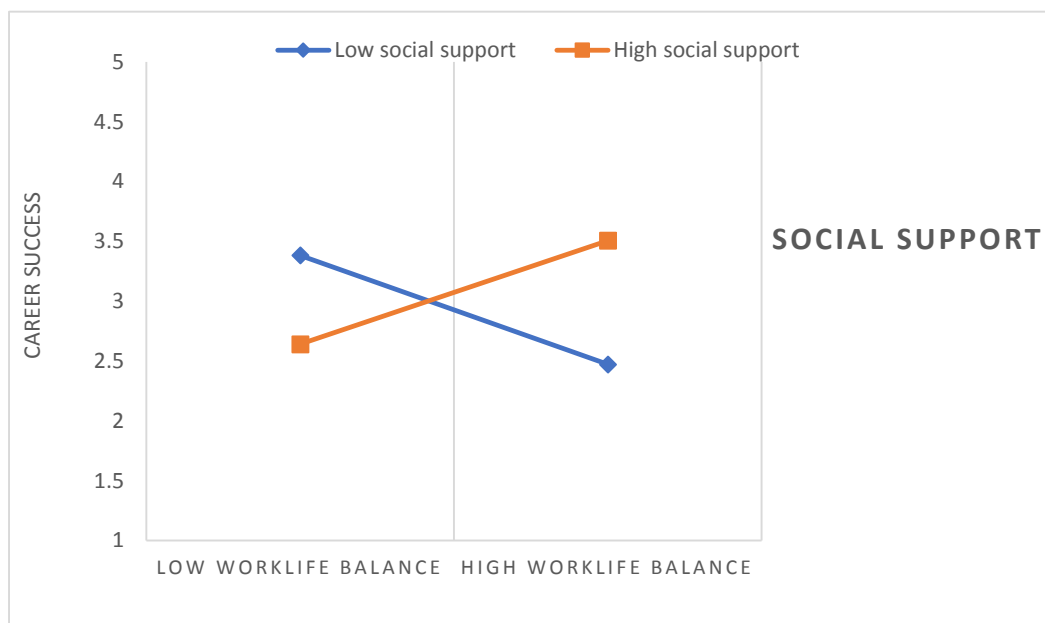


Figure 2: Summary of Simple Slope Graph

Test of simple slope graph indicated that work life balance had a negative relationship with career success. Upon further review on the graph, the interaction results indicated that social

support moderated the relationship between work life balance and career success, such that the higher the level of social support, the lesser the effect of work life balance on career success. Conversely, as social support reduced, the effect of work life balance on career success then increased.

4.2.5 Summary of Findings

Results from the study indicated that work life balance and gender role ideology did not have any significant influence on career success. Social support on the other hand, moderated the relationship between work life balance and career success. It was further noted that bankers experienced higher levels of work life balance than teachers.

4.3 Observed Model

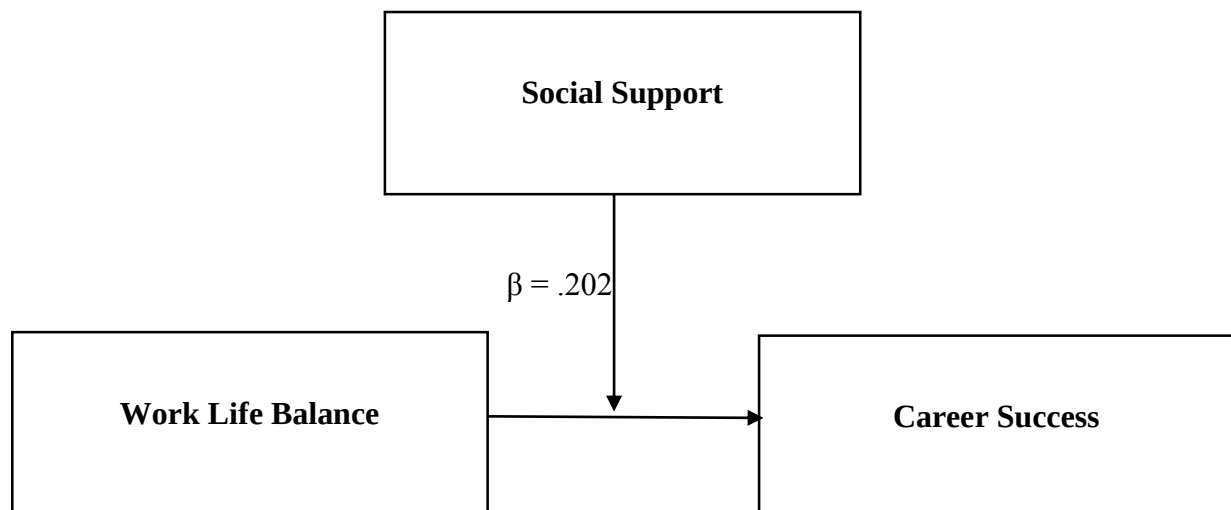


Figure 3: Summary of Observed relationship between the study variables

4.4 Description of Observed Model

The model above indicates that social support moderated the relationship between work life balance and career success.

4.3.0 Findings of Qualitative Study

4.3.1 Introduction

The prime objective of the qualitative study was to explore the work life experiences of the career women. Specifically, how gender role ideology and work -life balance influence their career success. The demographic characteristics of the career women were obtained. Using thematic analysis (Attride – stirling, 2001). Participants answered questions which focused on their views pertaining to career success, work-life balance and gender role ideology, specifically how the traditional role of women and work life balance affect their career, how career women construct career success, what factors underpin the experiences of women career success, the kind of support they get and how they get the support. Six main themes emerged from the analysis. The themes are traditional role influence, work life balance, career barriers, social support, unsuccessful career and career success factors.

4.3.2 Traditional Role Influence

This theme focused on the traditional roles as reported by participants of the study. This theme was based on issues relating to positive, negative and changing gender roles as discussed by participants.

These negative perceptions are in relation to gender was about superiority of men over women, labeling, societal perception and women been perceived as weaker vessels. These expressions of negativity are indicated in the quotations below:

The world is a male world so men think they are superior; it is even in the bible. Even among women...Even men are given priority everywhere especially among the singers the men normally are given the lead role. And I think the women allow men to occupy the highest position... Women are their own enemies. Because there are gender bias women cannot go forward... (Respondent 1, headteacher)

...especially the men if you a boss over men and you give them instruction they feel you are pushing them too much. Some go to the extent of not talking to you I encountered some he was not talking to me for a whole year. (Respondent 4, teacher).

... People have the perception that educated women are proud. Men have ego think women are weaker vessels so even when you are working with them they still want you to remain as a woman. So, they don't want you to challenge them they see you as a woman who is supposed to be a weaker vessel (Respondent 5, banker).

In addition, a number of participants (about 6) reported positive perceptions as well. These positive perceptions were related to issues like good experiences, empowerment from spouse and family and self-empowerment. For example, one participant recounted:

...from day one my husband told me before we even got married that you are not going to be a house wife we are going to build together. So, we work together to build and take care. One thing is, his family is a bit enlighten so they were not against it, seeing me go to school whiles am married they were not against it or frowning to it. The mother was in total support ... The family too was in total support they were not frowning or against it. The family has moved from that traditional concept they were all going to school, even his younger sister. It was not a border for me I didn't have any problem it was a normal thing if only you can combine the two. (Respondent 2, teacher).

...formerly but this time they are encouraging as to... we are not many even when you go to parliament we are not many so this time they are encouraging us to unless the primitive men (Respondent 3, teacher).

For some participants, they recounted that there has been a changing role for women in modern times. This changing role of women in the society involves combining work and family and as well women receiving considerable amount of support from their spouse. For example, one woman said:

No right now I will say that the society has changed so these days we have dual income earners. in fact, the population of women are increasing by the day the society too has change so women these days are also going to school and are getting into the employment field. Women are matching up with the men... it looks like women are getting education so they have to be employed... (Respondent 14, banker).

No, in corporate Ghana the idea of women staying in the house to look after the family is actually changing and GCB don't have that biases that, because you are a woman you don't have to occupy certain position and I have never really heard it in any conversation. We don't have that bias if you are good you can attain any position irrespective of your gender. We have a lot of branch managers who are females and executives who are females (Respondent 6, banker).

4.3.3 Work Life Balance

This theme explores respondents view on how women combined their work at home and career to achieve their career success. Majority of participants discussed negative work family interactions, positive work life interactions and strategies of work life balance as they try to satisfy responsibilities in the work and family.

Negative work family interactions are related to prevalent struggles or strains experienced as they try to satisfy responsibilities in the work and family roles. For the respondents their main challenges were inability to pursue further studies due to financial difficulties and sacrifices

they make to their families, conflicting work and career, most of the participants confirmed that their career role interfered with the family responsibilities, broken home as most of them have to choose their job at the expense of their family and stress due to the dual responsibilities they play. Participants expressed dissatisfaction with the amount of attention they could give to their family due to high time demands of the job. For example, these participants shared their experiences.

Eiii! my work at home? By all means, but you have to manage it. Hmmm like when you go home you have to prepare for the professional work as well. You have to research, read about what you do so when you are in the house still you think about the profession so it's like the profession is taking too much of my time than the family. I don't sleep, I don't sleep I have sleepless night. You wake up at 2:00 and you have to prepare and come to school on time, so by 2 if I sleep again I will be late. If I wake up at two or three it means I have to do what I have to do in the house so I can come to the school on time. So, in some way it is making my life sleepless sometimes it affects my health (Respondent 10, banker)

She continued to describe how the dual role has affected her career.

yes, my work conflict with my home so even thinking about doing my masters koraa, I am considering, coming to school, going home taking care of these three kids, doing the house chores I think about the time I can get to learn, so I am waiting for them to grow up a bit so that at least if they can help me then I can get time to study. I will pay the money and do it (respondent 8, teacher)

For me I will say that, it has really cost me because it has broken my home. Because, I had to choose between my career and family (Respondent 14, banker).

also, some participants irrespective of their single, divorced or married statuses acknowledged that juggling the roles of a wife, mother, home-maker, housewife and manager at work was a major challenge but do not serve as a hindrance to their career development and progression. Since they have supportive and understanding husbands so responsibilities at home are shared and some also do not have challenges combining work and home at all because they have apportioned their time such that their work and career will not conflict. Some of the participants described their experiences as follows:

I don't have any challenge...I do washing, cook, and take care of my children. It doesn't conflict with my work because I have apportioned my time, time to do washing, cook and taking care of my children. It doesn't conflict with my career at all (Respondent 8, teacher).

No, my home doesn't conflict with my job. If I have to travel I travel, I have to close late I close late my husband doesn't have issues. I have a supportive husband so there is transparency in our relationship it is when he's not too sure with what you do when you go out there (Respondent 6, banker).

In the process of combining home and career, almost all participants (10) pointed out some strategies they use. Some of these strategies are time management, personal sacrifice; they have stopped procrastinating, proper scheduling of work and family support. These strategies help them to combine their work reasonably well. The following quotes demonstrate how the participants strategized their work.

as I said, I strategize, you know aside even this we do Saturday banking so what I do is when I close from Saturday... no we rotate so if I come this week next week am not coming so all what am supposed to do today if am off-Saturday banking I try and do it. Sunday after church too I do, so that the week, I will be free just for the work, so if

I go home peacefully I can sleep. So, If I come to work too I know what to do, I strategized and make sure I finish ... I don't like procrastination I don't take my work to the following day because you don't know what will happen the following day, so I try and finish everything before I leave. I need to strategized and finish before I leave, so my home does not conflict with my work at all (Respondent 11, Branch Manager).

It has never affected my career because I got support from my parents and siblings (Respondent 14, banker).

4.3.4 Career Barriers

Few of the participants (4) mentioned that, these factors as challenging and hindrance to the career success of women. The women identified non- familiarity with a new role. Some of the participants find it very challenging when they are given new responsibilities in the organization, when a woman is boss over men the men refuse to take instructions from them, marriage and childbirth, inflexible organizational culture and also managing human resource as very challenging and hindrance to their career. Considering this account of some women:

The organizational culture does not permit me to progress because at times they look at the age and the number of years you have worked in the organization before you are given a high position (Respondent 6, banker).

Wanted to become an air hostess but couldn't get help. Even when I joined GES I wanted to go higher but marriage and child birth destructed me (Respondent 1, teacher)

4.3.5 Social Support

This theme expresses how the participants receive needed assistance and consideration from required quarters. With the exception of two all the respondent indicated that, they receive support from the organization and significant others. The amount of support available to the women enabled them to cope with pressures especially related to work-family conflict or vice-versa.

The organizational support the women receive has impacted significantly on their career success. The organization has created an avenue such as distance education and sandwich programs for the participants to further their education. The following quotes illustrate some of the supportive experiences:

... the organization has been supportive because they made distance and sandwich education available so that you can work and attend school as well. This wasn't there previously so some time ago you couldn't work and then attend school, either you do the two or you stay without furthering your education, but now they've made all avenues available for people to do that (Respondent 10, teacher).

Some of the respondent unveiled that the individual receives needed help and understanding from their significant others. The support came from four main sources: Partners, families, in-laws and house-helpers. These family members provide support by taking care of their children as they shoulder their responsibilities at work. Some of the participants also said they pay for the services of house helps and nannies who help to relieve women in order to carry on with their careers for instance, some respondents narrate how they get support from the significant others:

I managed through my family members. Some of my sister's children they took care of my children from day one up to two years then I send them to school. The one helping

me go and take the children from school. My husband is a worker he leaves the house at five thirty so the helper helps me to take care of the children and send them to school. My husband helps me on Saturdays' (Respondent 8, teacher)

It has never affected my career because I got support from my parents and siblings.

The main support I get is from my parents and my siblings they have been taking care of my little girl when I go to work (Respondent 14, banker).

More so the support the participants receive have been very instrumental to their career success in that the support has nourished their academic profile at work, distance and sandwich education, husbands support and fair promotion policies in the organizational. Participants explained how support has been instrumental to their career progression:

Yes, actually, my husband has been very helpful he was not a worrying man he is the cool type whatever is there he will say let's manage it. He was pushing me because when we got married he was a degree holder and I was cert 'A' so he was pulling me along he said "Cee you must go to school" so he was pulling me along to go to school. It wasn't easy though since I had to combine house chores and school. I was surprise at my grades at school. He said you must go I cannot leave you behind so as he moves academically he pulls you along (Respondent 13, banker).

I have a help like a care who takes care of the kid's whiles am away. As for my husband he's always there to support. But my parents because of distance wise they can't, because of where they live and where I live they are not there to support me (Respondent 5, banker).

4.3.6 Career Success Factors

Career Success factors illustrates series of activities that help participants to build, develop and improve their essential skills needed to improve themselves in order to face the advancement in today's dynamic workforce. Participants discussed factors such as career drivers, developing career and how women conceptualized career success.

The participants identified some pushed factors that strongly motivate them to pursue their career. Participants identified hard work and determination, job rotation, mentoring and the environment, focused on career goal and promotional policies as driving factors that motivate their career progress. The accounts of some women are described below.

My focus on wanted to be a human resource specialist. I endeavor to gain practical, professional and academic qualification in it (respondent 4, banker)

Education? updating myself. Ghana Education usually they used to say that it is promotion but it got to a time that education had to come in. that position must be occupied by a level of education not just promotion. I had ten years working experience; I had the education and the promotion to that level. So, I got advantage over those who didn't have (Respondent 2, teacher)

Determination, it was also a challenge because you see your colleagues going forward so you too you won't sit down and look you will also want to upgrade yourself and move from where you are (Respondent 8, teacher).

The findings show that, some of the women developed their career gradually through formal education and promotional policies. Most of them developed their career on the job thus, while working the women went for further studies to improve themselves. Some also went

through promotions to develop their career. Other respondents explained how they rose through their career:

I didn't like teaching I said I was coming to teach and in time I will find a different work but in the course of it I grew to love the work. Taught for ten years and furthered my education and read home economics, came back to teach for a while and I was appointed as a head. During my headship I realized I had to go and learn on my job as a head, so I furthered to read administration (Respondent 3, teacher).

...Assistant Director II. From training college, I went through promotion. I had my first promotion which was senior superintendent two, from there I went to the university and from there they promoted me to principal superintendent two. After principal you have to teach for five years before you apply. Because I have spent five years after the principal I qualified to apply so I applied for promotion and I got to this position... (Respondent 10, teacher).

The respondents assessed how successful their career has been thus, the participants experience of career growth, the participants conceived career success subjectively, in that, their responses were based on ability to accomplish career objectives or task (achievement), contentment, fulfillment, self-improvement, raising successful children and ability to provide for themselves. Participants described how successful they feel about their career.

Am contented with the position. From where I started to where I am now especially, with my rank as assistant director 1 and my position as the headteacher. Though it was not easy and some of my colleagues are ahead of me I still see myself to be successful (Respondent 1, teacher).

Yes, because errrm am able to perform my duties at work and when it comes to promotion and whatever papers I have to submit for promotion am able to do that.

When it comes to monetary terms too whatever I get am able to provide for myself but in terms of maintaining my home and work no. So far so good still have a lot ahead of me but so far so good. Satisfactorily successful, but I still have way to go (Respondent 4, banker).

I see success as where somebody has achieved what he wants. If a person wants to achieve higher education and the person gets to where he wants, the person can see himself as successful. If the person is in a business and the person is making it he/she may say he's been successful. So, success is achieving what you want to achieve in life (Respondent 10, teacher).

4.3.7 Unsuccessful Career

Some of the participants confirmed they have not been able to develop their career to their satisfaction. Some attested to the fact that they had to choose the family at the expense of their career, while others reported that they could not develop their career due to insufficient support. These are some account of some women who said their career has not been successful.

Some women proposed that, the organization and death of a spouse have been hindrances to their career.

A teacher described how where she her career has been.

Not where I want to reach. So am still working on it. But, I won't say it has been successful because I am not at where I want to be yet. I want to read law (Respondent 8, teacher)

A credit officer tells she is still chasing her career:

Oh, with career is like there has been few challenges perhaps errm maybe you still want to go more so am still pursuing so am not completed yet but where I have gotten to. I thank God (Respondent, 13 banker)

Human resource communication specialist

No because am still on my career path. Am doing other courses that will help me progress (Respondent 5, banker).

Credit officer narrated how she could not achieve her career goals

I used to get support from my husband but when he died I didn't get the needed support again. I had no support. So, I couldn't further my education. Therefore, I have not progress as I wanted to because I thought I could further my education but had to sacrifice and look after my children.

She further explained:

I couldn't further my education because I became a single parent and I had to take care of my children. My children are my joy because I have sacrificed my life to take care of them. But thank god all is not loss because all my children are successful (Respondent 6, banker).

4.4.0 Chapter Summary

This chapter provides the outcome of the influence of gender role ideology and work life balance on career success of women. The concurrent mixed method was used for this study.

The quantitative study addressed three hypotheses. The hypothesis one which states that there will be a significant negative relationship between gender role ideology and career success of women was not supported. Therefore, there was no relationship. The hypothesis

two which also states that there will be a positive relationship between career success and work life balance was also not supported thus, there was no relationship between work life balance and career success of women. However, the hypothesis three stated that social support will moderate the relationship between work life balance and career success of women. This hypothesis was supported. There was an interaction between social support, work life balance and career success of women.

For the qualitative, the thematic analysis was deployed and six themes were identified. These include gender role influence, work life balance, career barriers, social support, career success factors and unsuccessful career. The themes highlight responses on how women develop their career, conceptualized career, and how work life balance and idea of traditional role influence career success of women. A general societal view of a successful career is that you must be high-earning, high-achieving and be well-respected by your peers to ultimately attain the desired title of career success. However, this study found out that women conceptualized their career subjectively. They define career in terms of achievement, contentment, fulfillment, self-improvement, raising successful children and ability to provide for themselves. Therefore, Career success is not about a big title, climbing through the ladder or big money for women but rather a stable work environment with a good work-life balance where stress levels are low.

CHAPTER 5

DISCUSSION RECOMMENDATION AND CONCLUSION

5.0 INTRODUCTION

The purpose of this research was to increase our thought on the experiences of successful career women from the perception of work life balance and gender role ideology and also assess the mediating role of social support on work life balance and career success. In view of this, the quantitative and qualitative methods were deployed. The findings are discussed below. The findings of this study are discussed with reference to related studies and theories. Also, the practical implications, limitations and recommendations for future studies are presented in this chapter. The chapter ends with a conclusion which highpoints the issues captured in the study.

5.1 Main Findings

The quantitative findings show that gender role ideology and work life balance could not predict career success of women. However, the hypothesis three stated that social support will moderate the relationship between work life balance and career success of women. This hypothesis was supported. There was an interaction between social support, work life balance and career success of women.

For the qualitative studies, it was found out that women conceptualized their career subjectively. They define career in terms of achievement, contentment, fulfillment, self-improvement, raising successful children and ability to provide for themselves. The study findings also show that some of the women developed their career gradually through formal education, promotional policies and also on the job thus, while working the women went for further studies to improve themselves. Some also went through promotions to develop their career. More so the result of the study identified hard work and determination, job rotation,

mentoring and the environmental factors, focused on career goal and promotional policies as driving factors that motivate their career progress.

However, superiority of men over women, labeling, societal perception and women being perceived as weaker vessels are some of the negative perceptions identified about women career success. Also, empowerment from spouse and family and self-empowerment were recognized as positive perceptions. The results of the study also established that the role of females in the society are changing and these changes involve combining work and family as well as women receiving considerable amount of support from their spouse.

Additionally, the result indicates that, career women receive support from the organization and significant others and the amount of support available to the women enable them to cope with pressures especially related to work-family conflict or vice-versa. The organization has created an avenue such as distance education and sandwich programs for the women to further their education. The family members provide support by taking care of their children as they shoulder their responsibilities at work. More so house helps and nannies do help to relieve women of some of their responsibilities in order to carry on with their careers.

The result of the studies similarly outlined some challenges women encounter as they combine their family responsibilities and career. Some of these challenges were inability to pursue further studies due to financial difficulties and sacrifices they make to their families. Most of the participants confirmed that their career role interferes with the family responsibilities, but these do not serve as a hindrance to their career development and progression. Since, they have supportive and understanding husbands to assist them with their responsibilities. The study results again identified some strategies women use to balance their

career. Some of which are time management, personal sacrifice, proper scheduling of work and family support. These strategies help them to combine their work reasonably well.

Other factors such as non- familiarity with a new role in the organization, marriage and childbirth, inflexible organizational culture and also managing human resource are also identified as factors that hinders women career success. However, some of the participants confirmed they have not been able to develop their career to their satisfaction since they had to choose their family at the expense of their career and due to insufficient support.

5.2 Gender Role Ideology and career success

In this study, gender role ideology described how women are ushered into various roles in the society, morals and attitudes that people have as a result of the socialization they received from previous generations or societal expectations as playing certain distinct roles. According Infante-Perea, Navarro-astor and Roman-Onsalo (2017), women encounter gender-based barriers in their career development due to social expectations and norms. Some scholars (e.g., Guy, 1992; Morrison, Van Velsor & White, 1987; O 'neil et al., 2008) suggested that females' careers are affected by diverse structural and societal issues than male' careers. Generally, societal expectations seem to serve as a restriction limiting women's choices in terms of their roles and that of men. On the one hand a study by Gyekye (2012) indicated that many women are unable to progress as a result of the societal expectations of who a woman should be and what their roles are.

This finding is in line with the Role Congruity Theory proposed by Eagly and Karau, (2002) the theory states that, group will be positively appraised when its features are recognized as alienating with that groups distinctive societal role. Therefore, the roles women play in paid jobs are considered inappropriate as they are probably thought to display communal characteristics. Eagly and Karau (2002) posits that successful females are likely to be appraised unfavorably at the workplace when they display argentic behaviors as this

opposes the prescriptive gender role of women. The Role congruity theory adequately clarifies why some females are discriminated against in some roles than others. Specifically, women are favorably evaluated when they occupy positions that reveal their communal characteristics but unfavorably evaluated when they exhibit agentic characteristics (Carpenter, 2001). Males and females act differently in social situations and assume different gender roles due to the expectations the society places on them. Their behavior and attitudes are guided by what the society expects they ought to do and not as a result of their skills, capabilities and abilities. She further explains that for regularity to exist in any given social association or for any social collaboration to run smoothly, it is imperative or critical that both role occupants recognize their social positions, measure the behavioral expectations connected with their positions in society (themselves and others as well), and mostly endorse those expectations and scripts (Biddle, 1986; Jackson, 1998 as cited in Eagly & Karau, 2002). The role imprinted out by the society for the woman is to first of all be a mother, wife, sister, and girlfriend and make the home. Failure on the part of women to conform to these norms caused emotions of disapproval from members of the society.

On the contrary, the quantitative study showed that, there was no significant negative relationship between gender role ideology and career success of women. Thus, though gender biases exist in the society, it has no influence on women career advancement. Due to the fact that, women receive encouragement from the opposite sex and sometimes the society and this inspire them to go higher in their career.

This study also found changing role of women in the society as another factor that influence gender role. This finding is consistent with Giele and Holst, (2003) study on varying life patterns and modern gender upheaval. The study concerns with the best usage of time, talent, information, and quantifiable resources. For instance, the usage of home applications and modern facilities reduces the number of time mandated for household

chores. Advancement in health, longevity, and procreative control also decrease the percentage of a woman's life spent in bearing and nurturing children. The advancement in time can then be used for other tasks outside the home. According to them, gender system changes and goal differentiation serves as a greater proficiency and advantage to people and society in that, autonomy for self-governance than the conforming to set of social roles based on age and sex results in a better fit between interests and chances.

On the other hand, it was concluded that these outmoded gender roles were in some cases reversed, and that men partners sometimes partake in household chores. This is in line with Mäkelä, Mayerhofer and Suutari (2011) findings which states that male partners sometimes stay at home to take care of children. Such resolutions were also found to have a significant part to play by a current study regarding female managers in general and the role of their spouses in household career settings. Likewise, Brighton (2000) study posits that there is a transformation, circumstances have changed, and the few females who presently occupy managerial positions do not cover-up their hitches any more they are aware of the unjust treatment, and express stronger motivation for career development. Ghasemi ((2015) argues that women in Iranian society actively refuse to accept stereotypical descriptions such as the traditional woman's dedication to family roles and responsibilities and most women are actively involved in society roles and neglects family duties. The study maintains that, highly educated and energetic women support the fact that the mother's role continues to be vital to their life. However, as women still remain faithful to the family and motherhood ideas, they create different self that values education and professionalism participation in their culture.

5.3.0 Work Life Balance and Career Success

Work life balance is the equal demand placed on a woman by her work and family. Females entered into work-place out of a tradition of providing prime care to the family

members. While women involvement of work life was rooted in this care; it appeared that men's involvement was rooted in the tradition of provision. For men staying in the provisional role triggered fewer work and family conflict whereas women struggle more deeply with work-life balance (Ashbourne, Daly, & Hawkins, 2008).

Results from the quantitative study revealed that there was no substantial relationship between work life balance and career success. However, the qualitative results identified that all the participants found it challenging combining career and family responsibilities yet, it had no influence on their career success. There was no significant relationship between work life balance and career success of women. This is for the reason that the women have adopted strategies such as making sacrifices, time management, proper scheduling of work and finally, coping with the condition. Others also claimed that, due to the support they get from husbands, house helps and families, their home do not conflict with their career at all. These strategies help them to combine their work reasonably well. Some of the women also compromise. Compromising involves both parties sacrificing at least some of the original demands. This concept relates to personal sacrifice engaged in by some women as a strategy of settling the 'conflicting demands' of work and family. Time management is related to planning as it involves apportioning some time limits for tasks. Time management is one of the strategies adopted by the women as they combine their career and family responsibilities. Time management is important because it helps to know which task requires urgent consideration and to do them. More so the coping strategies and the support the women get from their significant others help them to combine their career and household responsibilities well.

These findings are consistent with Lirio (2014) study result findings which confirmed that majority of global managers reported they assessed themselves as managing their work and family demands reasonably well, therefore their work-life blend well. Likewise, in order

to balance family life and work, one needs to position structure of work and family care well so that family activities can function in optional ways. Gender variances may be overshadowed by a picture of men and women who were working collaboratively to accomplish the challenges on the home front (Barnett & rivers, 1998 as in Daly et al., 2008). Similarly, Gyekye (2012) study established that women who want to develop their career and family at the same time need to balance their lives by cautiously utilizing their time, compromise and make personal sacrifices in order to have both.

However, the study contradicts with some previous studies. For instance, according to Omair and Omair (2010), Work–family balance or multiple role conflict, gender stereotypes and working conditions are major barriers to women career success. Ganster (2005) also posits that, supervisory work encompasses a pace that employs substantially physical and mental demands on all individuals irrespective of sex. Hence occupying a supervisory position in an organization alone is challenging without adding extra duties from other sources.

Another factor that can explain the observed relationship is the role conflict theory. The role conflict theory suggests that involvement in one role is made very tough as a result of the involvement in another. In other words, women's role as home-takers affects their roles in the organization because both roles are fighting for equal attention. This creates tension as the concentration of performing one role affects the other role. Consistently, research has found this particular challenge of work-family conflict to be persistent among women. For instance, Linehan and Walsh (2000) found that no matter the number of hours' women worked, they still took the primary responsibility of childrearing and household tasks. This negatively affected their rate of career progression. However, Females spend less time on paid work than males (Frey, 2001; Hochschild, 1989 as cited in Toth & Toth, 2011).

5.4.0 Moderating effect of Social Support on work life balance and career success

Results of the study indicate that social support is an important element for career success. In that it moderates the relationship between work life balance and career success. The women are able to balance their career and family responsibilities as they receive support from the organization and their significant others, and this in turn helps them to achieve their career objectives. Likewise, studies have shown that support from the significant others and the organization indeed help facilitate women's career advancement by helping them to balance work and family (Su & Yan, 2018). More so, Support is essential to assist females to cope with the extra demands, and the absence of reception and collegueship contributes to the loneliness and discouragement that females feel. Women may face supplementary unique challenges because of the insufficiency of female role models, difficulty in getting feedback and a lack of acceptance and support (Burke, Fiksenbaum & Koyuncu, 2006). Organizational support comes in three forms: promotional opportunities organizations offer, funding and supportive policies. Respondents agreed that one of this support forms have been instrumental in their ability to attain current positions. Studies show that in general women executives emphasize the significance of support networks in either the organization, industry or profession as a means of stimulating career achievement (Ezzedeen & Ritchey, 2009). Specifically, Burke, Konyucu and Fiksenbaum (2006) concluded that the consequences of organizational support were positive for women because they established that women who attested to more supportive organizational experiences engaged more in their work and were generally more satisfied with their job or career. Similarly, Abdul Ghani Azmi, Syed Ismail, and Basir (2011) found that advice from immediate boss was considered the most important among a host of factors that facilitated Malaysian Muslim women to progress. They agreed that policies such as assigning equal tasks and having equal opportunities to further studies as well as opportunities to equal pay facilitated women towards career advancement.

The present study found that most respondents believed that organizational support has impacted significantly on their professional advancement. A reason for this finding could be that respondents perceived employers' provision of opportunities through sandwich and distance learning, providing policies that took women into consideration was an indication of management's commitment to women and they being regarded as an asset to the organization. Results of his study indicate that promotions in organizations are not gender bias. Most of them mentioned that irrespective of sex, promotion decisions are based on performance appraisal records and achievement of targets that they considered to be fair. If you are good you can attain any position irrespective of your gender.

Similarly, another study also disclosed that high levels of organizational support also lead to lesser experiences of Work Life Conflict in Peru and Spain. (Agarwala, Arizkuren-Eleta, Del Castillo, Gartzia & Muñiz-Ferrer, 2014). Also, according to Rose Markus and Kitayama (1998) In socialist cultures, individuals see themselves as rooted in a system of communal networks that include extended families. Also, Rehman and Roomi (2012) study on Gender and work-life balance revealed that spousal support was perceived as a significant factor to achieve a balance. Since those who received support from their partners presumed they had a good balance with career and household. On the other hand, Household pressures and lack of partner support at home have been found to demoralize women's capability to dedicate themselves to their career progression (Burke & Nelson, 2000). Supporting roles played by significant others such as spouses, family members and paid support such as nannies and house-helpers indeed help facilitate women's career advancement by helping them to balance work and family. Particularly spouses have been known to be significant sources of support for working women in their desire to balance their career and household responsibilities. Dabhade and Yadav (2014) outcome also identified helpful colleagues,

supportive working conditions, psychologically challenging work, impartial rewards and employee-oriented policies as factors accountable for achieving work life balance.

In advancing their careers and maintaining a career/family balance, it was revealed that when it comes to support, most of the women in family relationships admitted that the presence of supportive husbands has positively influenced their career success. Also, the women in this study mentioned the support they receive from their families especially parents, siblings, in-laws and other family members has also been a significant source of push to their careers.

This finding may be explained by the fact that Ghana as a collectivist culture which places so much function on family both nuclear and extended and as such people tend to inter-depend on each other the more.

5.5.0 Career Success: How Women Conceptualized and Build their Career

The women confirmed their career has been successful despite all challenges. The study revealed that women construct their career success subjectively. They conceived career success as an achievement, contentment, self-improvement, competency, ability to provide for oneself and satisfaction. This finding is consistent with Godbole, Valk, Van der Velde and Van Engen (2014) which stipulates that attributes of women who are determined to be successful in their careers is that they construe their career success subjectively, such as private and or specialized career satisfaction, sense of growth and progression. Women do not base their career expectations on high-hierarchical position but more on psychological characteristics (Hennequin, 2007).

For the qualitative studies, it was found out that women conceptualized their career subjectively. They define career in terms of achievement, contentment, fulfillment, self-improvement, raising successful children and ability to provide for themselves. Similarly,

Ismail, Mohd Rasdi, and Wahiza Abdul Wahat (2005) findings that states that traditional formulation of accomplishment and success have a limited shelf-life when applied to female's private and professional lives. This argument is based on a range of measures of career accomplishment between males and females that diverge expressively. More so, the study clarifies that men incline to use objective measures of career accomplishment such as salary, rank or promotion. Women on the other hand, measure their achievement in both professional and private grounds through subjective measures such as personal or professional satisfaction, capacity to cope with conflicts and limitations, and perceived quality of career advancement. Ismail, Rasdi, and Abdul Wahat, (2005) findings, further support that occupations should be accommodated around the genuineness of women's lives, allowing them to make an expressive investment in both occupational and family roles. So far as they are married, have children and working they are satisfied and therefore feel they are successful.

However, objective career accomplishment is defined by certifiable achievements, such as pay, promotions and occupational status whereas subjective career success is defined by an individual's reactions to his/her unfolding career experiences, including intangible aspects of organizational and personal lives. (Shanmugam, 2017). Also, Amaratunga, Fernando, and Haigh (2010) study revealed that women critical career success factors are the ability to work with persons, captivating opportunities, self-confidence, compliance, communication skills, commitment, capability, focus, supportive line management, integrity, leadership skills, ability to bring teams together, good mix of skills, trustworthiness, networking, cleverness and rationally approaching business problems.

Similarly, the social cognitive career theory lays emphases on cognitive-person factors that allow people to develop their own career and that of others. The theory suggests that, the individual is affected by situation, behavior and personal factors through

complicated, reciprocal relations (Bandura & Bussey, 1999). With respect to this theory, women career success is highly dependent on how women interpret and make sense of their career environment. However, irrespective of the environmental uncertainties many women have realized great career and life accomplishments while several people have been unsuccessful despite having the environmental advantage (Omair, 2010). This is in line with Rice (2010) examined Africa women at the work place and the model of career development. Her research found out that African women career developed in three ways. The individual's bicultural life construction, inward career or psychological measurement and the organization in which the individual is associated to direct expectations and outlines the standards. Similarly, other studies have reported that women's career advancement is determined by change in personal behaviors, such as being forceful and self-confident. The study also instituted that women's career advancement is not based on the organizational structure but a matter of individual choice (Neil et al., 2011).

The results of the study show that women develop their career gradually through formal education and promotional policies and on the job. Thus, while working the women went for further studies to improve themselves. The respondents' success in career was also made possible due to motivational factors such as education, promotional policies, career focus, competencies, determination and motivation. This is consistent with Ismail, Mohd Rasdi et al. (2005), career conformity seems to be a general issue to any person's accomplishment in career. Since nothing can replace the power of hard work, determination, perseverance and having career focus and target. Also, it is critical that human resource management look into the subjective explanation of career rather than focusing totally on the objective measure of career advancement.

5.6.0 Significance of Studies and Contributions

1. The study would significantly inform government and other stakeholders to employ strategies to reduce gender discrimination in formal organization and also empower women in the world of work and also offers fresh understandings to the issues surrounding women career and the necessity to address them in order to provide support for their career advancement.
2. Practically this study will inform career women on the need to manage work life Conflict in order to achieve their career success. It was realized that work life balance and gender role ideology is not a problem to be solved but rather enduring issues to be managed; making conscious effort to manage the situation will assist career women to achieve their career goals.
3. It will also help employers to design appropriate policies for both males and females in the organization to address work life balance and gender role ideology and also to provide the needed support. The organization may also provide developmental opportunities to enhance feeling of confidence in job performance of women and their willingness to develop themselves and their career.
4. Inform policy to empower women to take up managerial roles by given similar opportunities for training and development as men. More so, women will be aware of the strategies available to reduce work- family conflict.
5. Assist traditional rulers, the society and families to make a collective and continuing effort to minimize or eliminate gender biases through education and training and in the allocation of household responsibilities in order to lessen the burden of domestic work on women.
6. Theoretically the study will assist researchers to know the direction to go when conducting research on factors that hinder women career

5.7.0 Limitations /Recommendation

The study considered career women working in the public sector in the Greater Accra region. Further studies should look at career women in the private employment as well. Also, the study focused on subjective career success and did not include any measure of objective career success. Nevertheless, Judge et al. (1995) as in Hennequin & Hennequin (2009) proposed that, research studies have remained inadequate as they do not consider subjective and objective characteristics of career success at the same time. Really, it is through the blend of both measures that success can be understood. This blend is necessary in order to attain a comprehensive knowledge of the idea (Hennequin, 2007).

Further research may also look at work life balance of males in relation to their career success. Since males experience high levels of work-life conflict, they are less likely than women to follow flexibility strategies as a way of decreasing this conflict. Also, work life conflict for men is more likely to be experienced as a personal distress than a public issue (Ashbourne, Daly & Hawkins, 2008).

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