

UNIVERSITY OF EDUCATION, WINNEBA

**FACTORS AFFECTING THE DEVELOPMENT OF FEMALE ADMINISTRATIVE
STAFF IN SELECTED PUBLIC TERTIARY INSTITUTIONS**



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STAFF IN SELECTED PUBLIC TERTIARY INSTITUTIONS**

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**A dissertation in the Department of Management Sciences,
School of Business, submitted to the school of
Graduate Studies, in partial fulfilment**

**of the requirements for the award of the degree of
Master of Business Administration
(Human Resource Management)
in the University of Education, Winneba**

NOVEMBER, 2023

DECLARATION

Student's Declaration

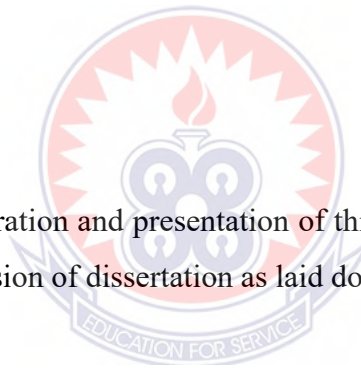
I, **Benedicta Ntsiful** hereby declare that this research, with the exception of quotations and references contained in published works, which have all been duly identified and acknowledged has not been submitted either in part or whole for another degree elsewhere.

Signature:.....

Date:

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work were carried in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.



Madam Augustina Adei Ashie (Supervisor)

Signature:.....

Date:

DEDICATION

I dedicate this work to the Glory of God Almighty for bringing this far, to my dear husband Mr. Joseph Bright Kofi Ntsiful and my son Joel Clifford Mensah Ntsiful for helping me complete this work successfully. God richly bless them.



ACKNOWLEDGEMENT

Countless people have influenced my academic life in many different ways directly or indirectly towards this research. I am so grateful to them and could like to take this opportunity to show them how much I appreciate their contributions to shaping my life. First of all, I thank the Almighty God for his care, protection and blessing throughout this period.

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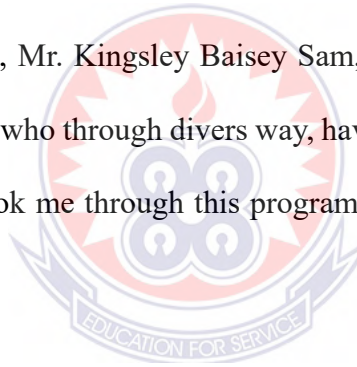


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ABSTRACT

The study sought to investigate the factors affecting the development of female administrative staff in selected public tertiary institutions in Ghana. Three research objectives were formulated to facilitate the realization of the study. Specifically, the study aimed to; (a) ascertain the staff development strategies available to female employees in the public universities in Ghana., (b) examine the effect of staff development on female employee performance in the public universities in Ghana and (c) establish the factors hindering women's career development in the public universities in Ghana. In the study, the researcher used the descriptive survey design to specify the nature of the phenomenon. A convenient sampling technique was used to sample 210 employees for the study. The research instrument used for the study is a questionnaire. The instrument was pilot tested in a selected area which was not the area for the actual study. However, the respondents had similar characteristics as respondents for the actual study drew our attention to some sections for clearing ambiguities. The data obtained were analyzed and summarized using descriptive statistics and regression using SPSS version 24.0. The results demonstrated that the variables had meaningful correlations with one another. The study's conclusions showed that the organization's development initiatives were in line with policies. According to the recommendations, management should utilize the off-the-job training method as well. Training and development of all staff through workshops, conferences, and seminars should be actively pursued and made mandatory for any company to prosper. Additionally, since the company is in competition with other neighbouring countries, it will be prudent to have training sessions more regularly. Again, managers and supervisors take the initiative to help employees grow in a variety of areas so that they can give their all to their assigned work and perform better. The final sections of this study are a recommendation and a conclusion.



CHAPTER ONE INTRODUCTION

1.1 Background of the Study

Staff development has been identified by various scholars to be very crucial to an organization and its effectiveness. In light of the above, organizations are therefore encouraged to train and develop their staff to the maximum of their ability in order to enhance their effectiveness (Gander & Paull, 2019). Enhancing an employee's performance, knowledge, and abilities in their existing employment is often connected with employee development (Nguyen and Hoang, 2021).

According to Barkhuizen and Schutte (2020), employee development refers to any procedure intended to equip employees with the skills they will need to meet a variety of future difficulties and duties geared toward achieving the corporate strategic goals. It is a technique to widen employees' skill sets for upcoming responsibilities, and it has been shown to be a significant source of competitive advantage in a global market. In order for employees to get the information, skills, and talents they need to perform successfully at work, according to Khan and Abdullah (2019), effective training programs are necessary. These programs may also have an impact on employee commitment and motivation.

Personnel development programs are created to accomplish particular goals that improve organizational and personnel effectiveness (Kardini & Wijayanti, 2023). There are several steps in the process of development. These include reviewing organizational objectives, evaluating the organization's current management resources, determining individual needs, designing and implementing development programs and evaluating the effectiveness of these programs, and measuring the impact of training on participants' quality of work life (Nguyen & Hoang, 2021).

Globally, there is a rising understanding of the significance of focusing on gender issues and female employment in order to advance gender equality and give women a better quality of life (Idahosa, 2019). More studies and conferences on the situation of women have been held than in the past due to the necessity to better explain this idea of a gender system (Adejare, & Emola, 2020). The need of concentrating on female employment is further discussed by Bilan and Mishchuk (2020), who add to this point by noting that from a rights-based approach, female employment should be improved since everyone deserves the same possibilities.

However, Itasanmi and Omorinkoba (2022) pointed out that there are still major obstacles standing in the way of women advancing to top management positions. As a result, they advocate for greater governmental initiatives to advance gender equality and women's empowerment. These challenges were also perceived among women in most fields: bank managers in India (Gladys & Alhassan, 2019); women in accounting firms in Australia (Pandit & Paul 2023); female faculty members in medical schools in the United States of America (Naidoo, 2019), females in the Malaysian labour force (Gobaw, 2017), and senior-level female administrators in the sports division in the United States (Coetzee & Moosa, 2020), to mention but a few.

According to John and Bakari (2020), several obstacles prevent capable women from rising to the top of their companies. Men's chauvinism, organizational cultures, gender stereotypes, failure to recognize women's talents, differences in national cultures, structural factors like policies and work practices, women's relegation to human resources management positions, and disparities in pay and political power between men and women were all mentioned as major obstacles to women's career advancement.

Historically, women have been underrepresented in higher education's teaching and leadership roles (Akpebu et al., 2019; Coetzee & Moosa, 2020; Kanake 1997; Mullei, 2013). The need for gender equality to permeate all facets of daily life and society as a result has grown in popularity (Jacob & Garba, 2021). Women's challenges have evolved over time, and the UN and its specialized agencies have addressed them in a variety of ways (Parveen & Shah, 2022). Idahosa (2019) conducted quantitative research to analyze the possibilities and challenges faced by female leaders in higher education as they moved toward promotions. The analyst endorsed the issue that there aren't enough women in executive leadership positions in higher education due to gender prejudices against women. According to Khassawneh and Abaker (2022), increasing the position of Ghanaian working women is a crucial component of staff development, which motivates efforts to maximize their contributions to development.

Sialubanje, and Zulu (2023) summarize the findings of several previous research and concluded that there is a persistent pattern of discrimination against women notwithstanding the high proportion of women in the profession. The lack of representation of women in senior management, or what Mbevi (1995) called "tokenism," is a result of discrimination and marginalization of women in society at large. The existence of a "glass ceiling" is also blamed for women's incapacity to advance above middle management roles into senior executive ranks (Amegayibor, 2021). According to Shi and Wang (2023), there is a need to identify the variables that influence women's engagement in management because they make up a sizable fraction of the labor force and even attend public universities.

1.2 Statement of the Problem

The female workforce has lagged behind as far as equity in all spheres of life is concerned and their participation in education management relative to men decreases at successively higher

levels (Coetzee & Moosa, 2020). According to studies (Akpebu & Walt, 2019; Coetzee & Moosa, 2020; Naidoo, 2019), women are underrepresented in leadership positions in higher education. However, women leaders succeed when they get substantial institutional support (Khan & Abdullah, 2019).

The greatest influence on women's achievement comes from mentors and coaches (Barkhuizen & Schutte, 2020; Kardini, & Wijayanti, 2023; Morgan & Smith, 2022). Other institutional aids include financial support, leadership support, and open institutional culture. Women who succeed professionally typically stay at their institutions. The most effective institutional supports for women's achievement include mentorship and coaching, which may be provided by both men and women (Barkhuizen and Schutte, 2020; Kardini, & Wijayanti, 2023; Morgan & Smith, 2022). Women who succeed professionally often stick with their organizations.

Amegayibor, (2021), asserts that obstacles still exist for women who want to work in the top echelons of academic administration, including a lack of institutional support, conflicts between family and work, and few prospects for professional progression. For this reason, improving and accelerating women's success requires substantial, ongoing institutional support. Institutions that execute change in an inclusive, flexible, and adaptive way have the potential to create a strong foundation that benefits all parties. (Islam & Akter, 2019). The future of higher education is shaped by the preparation of women intellectually, professionally, and via participation in management choices.

According to a study by Ilo (2010) on women's access to senior management positions at the University of Abuja in Nigeria, years of equal opportunity laws, affirmative action plans, and anti-discrimination legislation in favor of women have not resulted in the desired advancement of female academics in the hierarchy. Eagly and Carli (2007) noted that hurdles to women in

management persist everywhere in their research of gender hierarchy connections in the United Kingdom. Martin and Dinnitto (2003) found that few women have attained positions of power and responsibility. The experts claim that there is discrimination against women in the workplace due to differences in attitudes and approaches toward men and women. In his study on women in higher education management in universities in commonwealth nations, Gobaw (2011) examined that the degree to which women engage in management reflects cultural beliefs about the roles that women are supposed to play.

Women constitute an essential component of Ghana's human resource base, making up slightly more than half of the country's population (Akpebu & Walt, 2019; GSS, 2020). The information that is currently available, however, shows that they are underrepresented in top managerial positions in public organizations where decisions about their welfare are made (Akpebu & Walt, 2019; Coetzee and Moosa, 2020; Gander & Paull, 2019). The possible explanation for this situation could be that gender issues have not received due attention in most institutions. While a few researchers have recently started to track women's involvement in management in Ghana's public and private sectors (Nzomo 1995; Lodiaga & Mbevi; 1995; Mullei 2013; Kanake 1997), such documentation frequently hasn't focused on the actual factors that influence women's participation in top management in universities leaving a gap for research. Gobaw (2017) stated that there is still a culture that marginalizes and discriminates against women in work and education which need to be investigated.

The underrepresentation of women in leadership roles, both in academic and administrative positions, in Ghanaian public universities has not yet been the subject of any research for nearly a decade (Aldaihani, 2020; Thomas, 2021; Lodiaga et al., 1995). Therefore, the study was to probe into why despite the numerous advocacies done by the government, non-governmental

organizations, women's advocate groups, and strategies to close the gender gap, females are still underrepresented in the various leadership positions at public Ghanaian universities. This study, therefore, set out to investigate the factors that affect women's participation in the management and administration of some chosen public universities in Ghana and identify potential strategies that can be used to enhance women's participation in management.

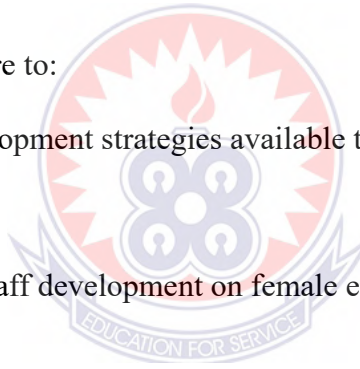
1.3 Purpose of the Study

The purpose of this study was to investigate the factors affecting the development of female administrative staff in selected public tertiary institutions in Ghana.

1.4 Objectives of the Study

The objectives of the study were to:

1. ascertain the staff development strategies available to female employees in the public universities in Ghana.
2. examine the effect of staff development on female employee performance in the public universities in Ghana.
3. establish the factors hindering women's career development in the public universities in Ghana.



1.5 Research Questions

The study was guided by the following research questions:

1. What staff development strategies are available to female employees in the universities in Ghana?
2. What is the effect of staff development on female employee performance in the public universities in Ghana?

3. What are the factors hindering women's career development in the public universities in Ghana?

1.6 Significance of the Study

The findings of this study would be useful in shaping the career mobility of women in university management in Ghana. The study would provide insight to educational planners on the factors leading to gender disparities in university management in public universities compared to private universities in Ghana.

Furthermore, the study will provide insight to women in university management on the challenges they are likely to encounter in positions of management in public universities in Ghana and suggest ways of overcoming these challenges. The results of the study would also assist the university management in providing policy guidelines to ensure gender-responsive management and administration of universities. It will therefore guide policy implementation in public and private universities

Again, the study would assist the Ministry of Education and other education stakeholders and policy formulators in the provision of policy direction and guidelines that ensure gender equity and equality in the education sector. Additionally, the findings and recommendations of this study would at the same time assist the Ministry of Education to institute gender-responsive management and governance structures in the education sector, including university councils, and boards of governors for colleges and secondary schools.

1.7 Scope of the Study

This study assessed factors affecting the development of female administrative staff in selected public tertiary institutions in Ghana. The study was conducted in two public universities in

Ghana. The public universities selected were those that had been in existence for the last twenty years. This is because they were assumed to have put in place relevant policies that enhance gender equity in management. Furthermore, the study focused on women in administrative positions such as heads of departments, registrars, and deans of faculties/ Schools, among other relevant portfolios.

1.8 Limitations of the Study

The researcher was faced with a number of problems, some of which were quite serious, during fieldwork. The initial intention was to interview all vice-chancellors and pro-vice chancellors of the selected universities. However, during the field interviews access to these officers was denied to the researcher. One of the typical questions asked by their personal assistants was “Who do you think you are to interview the Vice Chancellor?” This was the case in most of the public universities.

Furthermore, the researcher’s intention of analyzing official documents pertaining to promotion, appointment criteria, and staff lists was not possible in some public universities which refused to release these documents. This lack of access to official documents forced the researcher to rely on information from respondents and public documents.

Again, the prevailing negative attitude towards women’s issues and especially towards professional women in Ghanaian society was generally met with hostility from some male and women managers. Most administrative personnel and managers were indisposed to be interviewed because they felt they were not the right people to answer the interview questions. Others assumed that the researcher was being used by donors to make money and the findings from the study would not benefit Ghanaians. The sample size of the men who accepted the

interviews was small (20) and therefore, their replies may not be representative of the whole male population in Ghana universities.

1.9 Organization of the Study

The study was organized into five (5) chapters. The first chapter dealt with the introduction, which gave an insight into the background of the study, the purpose of the study, the objectives of the study, and the research questions, which served as a guide to the study. It also dealt with the significance of the study, the delimitation, limitations, and the definition of terms. Chapter two also focused on the review of related literature on the topic. It comprised the definition of concepts and the review of related literature. Chapter three also comprised the methodology for the study. It highlighted the population, sample, and sampling techniques used in the study. It again described the research design as well as the instruments. The analysis of the data that was collected for the study opens in chapter four. It also contains the analysis of the questionnaires about the research questions. Chapter Five dealt with the summary, conclusion, recommendations, and suggestions made on the topic for future research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the researcher conducted a critical analysis of other authors' works that were connected to the factors being investigated. The theory underpinning how supply chain risk management practices affect organizational performance is contained in the theoretical review. To emphasize the empirical foundations of the study, further evaluations of the objectives were conducted.

2.1 Theoretical Framework

The following theories served as the foundation for this study: Chodorow's Theory of Gender Development, Liberal Feminism Theory, and the Feminist Perspective.

2.1.1 Chodorow's Theory of Gender Development

Chodorow (1999) developed her theory of gender development from Freud's perspectives on gender identity. She contends that an infant's early relationship with its parents is the source of learning. She emphasizes the role of the mother considerably more than Freud does, as opposed to the father. Chiang (2018) contend that mothers are by far the most significant influences on children throughout their early years, therefore children often develop emotional attachments to them. To develop a distinct sense of self, this bond must eventually be dissolved. Carrigan, Connell and Lee (2018) suggest that youngsters must gradually distance themselves from their caregivers. Shaked, Glanz and Gross (2018) explain that including women in management is beneficial. Their background as women offer management a different viewpoint.

In the present study, Nancy Chodorow's theories on the evolution of femininity are used to support women's emotional responses to familial and cultural perspectives. The idea explains how the unconscious consciousness of one's gender and self that develops from early childhood continues to influence patterns of inequality and disparities in society and culture, as well as how men and women see the world differently. Bueskens (2020) added that some of these disparities have their roots in cultural beliefs that tend to be discriminatory toward women. Based on their gender, they get unequal treatment and are occasionally denied chances.

The current study draws from Chodorow's theory (1999) addresses issues like women's career success and the active unconscious "interference" of men in those efforts. Examples of this interference include gender discrimination, traditional patriarchal ideas that limit women to the home, and other manipulations by a male-dominated society. Chodorow (1999) asserts that the ideas outlined in the theory on the evolution of masculinity demonstrate the emotional dynamics that give birth to men's propensities to exploit women in all communities.

2.1.2 Liberal Feminism Theory

Liberal feminism places a strong emphasis on women's capacity to demonstrate and uphold their equality via their own choices and actions. Liberal feminists contend that society discriminates against women in the workplace, public discourse, and the marketplace because it mistakenly believes that women are inherently less intelligent than males. Liberal feminists strive to highlight the equality of men and women via political and legal change because they hold the view that "female subordination is rooted in a set of customary and legal constraints that block women's entry into and success in the so-called public world (Connell, 2020).

Liberal feminists concentrate on ways to strengthen women's power and influence within the existing institutions and laws to instigate change from within. Priyadarshini and Sangeetha (2021) contend that the discussion of women's career mobility in university management is predicated on the underlying presumption that improving practices within the institutions' current structures and policies will eventually lead to a more equitable distribution of men and women in senior positions in Kenya's public and private universities.

The liberal feminist method focuses on issues including sex discrimination in the workplace, the proportion of women in various levels of the organization, impediments to getting a job, and other equal opportunity concerns (Enyew & Mihrete, 2018). The essential premise of this strategy is that reform procedures may be used to achieve more equitable power relations between the sexes at universities.

2.1.3 The Feminist Perspective

The feminist viewpoint makes an effort to justify the social distinctions between men and women. The ideas on gender inequality acknowledge that women's participation in and experiences of social circumstances are not only dissimilar from those of males but also unequal (Baehr, (2007). Feminists contend that although women are equally capable of moral agency and reasoning as men, they have traditionally been denied the means to do so by patriarchy. As a result of being relegated to the domestic private realm, women no longer have a voice in society (Donner, 1993). Women are still expected to handle their private lives, care for their homes, and raise their children once they enter the public realm (Omwami, 2021). The feminist perspective had an impact on this study since it aimed to determine the proportion of women in management positions and if they received promotions at the same rate as their female coworkers at public universities.

In this study, the feminist perspective was widely applicable. First, because Ghana's culture is capitalist and has historically had separated "male" and "female" realms, there are well-defined power dynamics that render women vulnerable to male exploitation and place them at the bottom of the educational management ladder (Enslin, 2003). Even though there were many women with extremely good qualifications and the majority of them applied for the specified posts, just two women served as vice-chancellors of the seven public institutions, according to UNESCO (2005). Second, because of the patriarchal nature of Ghana society, it is accepted practice to subjugate women (Enslin, 2003). Women have historically been treated less favorably in male-dominated civilizations, which have restricted them to supporting roles such as education, nursing, and childcare. According to UNESCO (2005), this is still evident in the management of Ghana's public and private colleges, where more and more women are being assigned to repetitive, uninteresting professions with little room for decision-making, including the dean of students and the welfare of others.

2.2 Conceptual Review

2.2.1 The Concept of Staff Development

No one definition applies to the idea of staff development. Typically, the phrase is used interchangeably with staff training, professional development, and human resource development by many academics and organizations (Hakvoort & Schuurmans, 2022). The phrase has become well-known in several academic disciplines, including psychology, health, and education (Odoom et al. 2017). Additionally, the phrases professional development, in-service training, and staff development have also been used interchangeably (McLaughlin, & Marsh, 1978). Staff development, according to Abe and Chikoko (2020), is an ongoing process that affects a trainer's practice.

Friedman (2021) reiterated that staff development should involve activities that introduce new ideas, tactics, methods, and procedures while providing feedback in a relaxed setting. According to Petichakis (2022), staff development is a process in which learning opportunities are made available to instructors so that workers can benefit from their newfound knowledge. To guarantee the attainment of stated goals for both apprentices and educators, staff development coordinators will need to adopt a holistic approach to staff development (Patel & Brennan, 2023). Therefore, staff development ought to lead to workplace improvement and an atmosphere that is favorable to change and reform. Dehghani (2020) added that staff development should be viewed as an investment rather than an expense.

All staff development efforts, according to Zuo and Miller (2021), must be connected to a wider program objective. Staff development, according to the National Staff Development Council (NSDC) (2001), includes not only high-quality training programs with extensive follow-up and support, but also additional growth-promoting activities such as study groups, action research, and peer coaching. The NSDC also held that improving people was at the heart of staff development. According to Redekopp and Huston (2020), staff development provides instructors with a variety of chances including workshops, study groups, conferences, school visits, data analysis, and collaboration.

2.3 Factors that Influence Staff Development

Several elements have an impact on staff development. These elements often dictate when to implement staff development programs, where to hold them, and which employee groups within an organization are eligible to take part in and gain from certain staff development initiatives (Harvey & Cameron, 2021). Employee productivity will be affected by rewarding staff development with both monetary and non-monetary incentives (Odoom et al. 2017). Bringsén

and Lindström, (2022) contend that there may be plans and a desire to provide staff workers with training and development. However, such plans cannot be carried out if the necessary resources are not available. In this sense, "resources" refers to professionals who can help a development program, whether it is internally or externally organized, financial support for staff development initiatives, and other infrastructure (Bringsén, 2022).

According to Awodiji and Ahmad (2022), most employees will be open to participating in professional development or developmental programs provided they are given the proper assistance. Ngo and Ngo (2022) added that the character and functioning of the educational system, the political climate and educational system changes, and the working circumstances of employees are all elements that affect employee growth.

As a way to enhance staff development at the workplace, Jacob and Musa (2021) assert that tertiary educational institutions to establish a thorough staff development policy document to promote fairness, consistency, and institutional collaboration. According to Cordova and Dhanjal (2023), the environment in which staff development takes place may have an impact on its effectiveness. Distractions such as noise, weather, space, and seating configurations may make persons getting such training unpleasant, reduce their attention spans, and lead them to lose concentration, which may prevent them from benefiting as much from the program (Blackman, Shifaza, McNeill, Willis, Verrall, & Henderson, 2022).

2.4 Benefits of Staff Development

According to Dev and Sheridan (2020), the advantages of systematic training include the availability of a skilled labor pool for organizations, the improvement of already acquired skills, an increase in the knowledge and experience of employees, and improvements in job performance with a consequent improvement in overall productivity. Owensa and Nulty (2021) postulate that the growing emphasis on staff development by educational institutions is a result of both pressures on social institutions to evolve with the times and philosophies for change. In essence, staff development initiatives ensure a rapid expansion of knowledge, which results in employee performance (Oyedipe, Ajiboye, & Omosanya, 2021). Programs for staff development can result in a decrease in the institutional mobility of workers, which is a significant concern for Ghana's workplace system (Buba, & Nuhu, 2023). Additionally, staff development exercises have aided workers in becoming familiar with new trends and requirements for the educational process (Kholmirezayev & Kazadayev, 2022).

Cox and Tanner (2022) added that Staff development revitalizes workers. For example, it gives many individuals the opportunity to acquire new skills as a big personal objective for professional chances and the opportunity to try something a little different. Berhanu (2023) contends that Staff development shows that workers are recognized and valued. This in turn boosts retention and loyalty. It offers possibilities for training and skill development as well as for internal promotion within the organization. As a result, employees are more marketable for employment in the internal and/or external labor markets (Urbancová, Vrabcová, Hudáková, & Petrů, 2021). Overall, institutional policy frameworks and individual dedication have a significant impact on the success or failure of staff development initiatives. It is necessary to put proactive rules into place to inspire all workers to seek out new information and abilities.

2.5 Challenges to Staff Development

Several analysts who reviewed the most recent research on staff development noted obstacles to offering efficient staff development (Abe & Chikoko 2020; Bringsén and Lindström, 2022; McLaughlin, & Marsh, 1978; Redekopp & Huston, 2020). The absence of money for staff development requirements was the main issue (Waddell & Dunn, 2005). Petichakis (2022) contends that the biggest obstacle to implementing efficient employee development is frequently money. Lee and Shin (2023) emphasized that staff development initiatives cost institutions and government organizations money in both direct and indirect ways. When consultants deliver seminars or training, direct costs are incurred. The cost of hiring replacement instructors to cover absent workers while they participate in staff development programs increases the organization's direct expenses (Ayodele & González, 2020).

Alkhaqani (2023) stated that the remuneration system is the biggest indirect expense that many schools experience while pursuing staff development. Tomlinson (2023) asserts that another reason why many employees could be opposed to staff development is how it is carried out. Tomlinson (2023) discovered that many employees reject staff development that is planned at the top-down level. Professional development requires a lot of work, risk, and energy. Additionally, committing to professional development requires time and effort (Marinucci & Allen, 2023). Workers frequently lack extra time due to the responsibilities of their families and jobs. With all of the everyday activities in today's culture, many employees are overburdened (Abe & Chikoko, 2020).

2.6 Model of Staff Development

Staff development is a crucial process within organizations that aims to enhance the skills, knowledge, and capabilities of employees. By investing in staff development, organizations can foster a more skilled and motivated workforce, leading to increased productivity, improved job satisfaction, and overall business success. There are various models of staff development that organizations can adopt, among these models is the Instructional Design Model (ADDIE) Model. When implementing a staff development model, organizations need to align their training efforts with their strategic goals and ensure that the chosen methods cater to the specific needs and preferences of their employees. Regular evaluation and feedback from employees can also help refine and improve the staff development initiatives over time.

2.6.1 ADDIE Instructional Design Model

ADDIE is an acronym that stands for Analyse, Design, Development, Implementation, and Evaluation. The standard method employed by instructional designers and training developers is called the ADDIE Instructional Design Model. It serves as the foundation for instructional systems design (ISD), which is the process of developing educational experiences that increase the effectiveness, efficiency, and allure of learning new information and skills (Piskurich, 2006). ISD was created and utilized by the military as training material during World War II. The process includes identifying the learner's present requirements and status, specifying the intended outcome of education, and developing some sort of "intervention" to help with the changeover. Applicants were screened for the training programs using tests to gauge learners' abilities.

Following the success of military training, psychologists started to see training as a system and created multiple analytic, design, and assessment techniques to back up their claims. Florida State University is credited with creating the ADDIE paradigm in the beginning (Molenda & Michael, 2003). The ADDIE has five (5) Phases. They are Analyze, Design, Develop, Implement, and Evaluation. Alnajdi (2018) list and explain the five phases as follows:

- **Analyze:** The first phase of content development begins with Analysis. Gathering data on one's target audience, the tasks at hand, and the project's overarching objectives is referred to as analysis. Goals and objectives are created, and the instructional problem is clarified. The learner's current knowledge and skills are identified, as well as the learning environment.
- **Design:** Learning objectives, assessment tools, activities, content, subject matter analysis, lesson preparation, and media choice are all covered in the design process. The theories and models of instructional design are combined with data gained during the Analysis phase to describe how learning will be acquired.
- **Development:** The third phase is the development phase. Here, it is addressed how activities are created and put into action. In addition to writing text and designing images, storyboards are also produced. The design phase suggestions are put together.
- **Implement:** The process for educating the learners and facilitators is currently being created. The content, goals, and delivery strategy for the course should all be covered in the facilitator's training. The instructional designer can test throughout this phase. All materials to identify if they are functional and appropriate for the intended audience.
- **Evaluation:** This stage makes sure that the materials are created to accomplish the specified objectives. This phase is divided into formative and summative components.

Each stage includes formative assessment, whereas summative evaluation occurs at the end of the entire process and offers the chance for user input.

- Formative Evaluation is ongoing during and between phases. The purpose of this type of evaluation is to improve the instruction before the final version is implemented.
- Summative Evaluation usually occurs after the final version of instruction is implemented. This type of evaluation assesses the overall effectiveness of the instruction. Data from the Summative Evaluation is often used to make a decision about the instruction (such as whether to purchase an instructional package or continue/discontinue instruction).

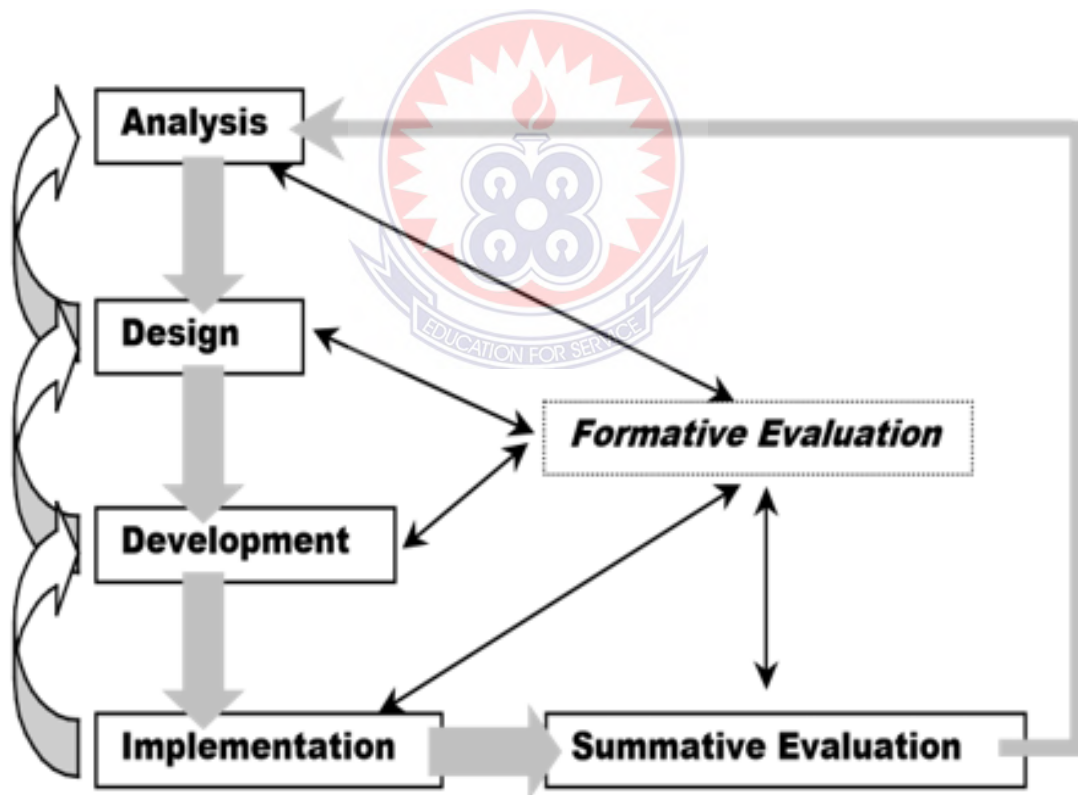


Figure 1: ADDIE Model (Allen, 2006)

2.7 Concept of Employee Performance

According to Gander and Paull (2019), the productivity of individuals will rise as a result of their willingness and sincerity to tackle new parts of their profession. Staff performance can be assessed if they display a variety of behaviors while working. An organization needs effective employee performance since its success depends on the imagination, ingenuity, and commitment of its staff (Naidoo, 2019). Scholars became interested in employee performance and aimed to enhance employee performance. The term "employee performance" refers to actions taken by employees to further organizational objectives (Nguyen & Hoang, 2021).

Employee performance can be measured in a variety of ways using multiple variables (Adejare & Emola, 2020). Financial data is frequently used to determine performance given by empirical research and can also be used to evaluate it in terms of a combination of expected behavior and performance elements (Elvina & Chao, 2019). The organization's total performance may be indicative of either absolute importance or comparative judgment (Itasanmi & Omorinkoba, 2022).

Employee development generally has the following benefits, according to Awodiji and Ahmad (2022), higher job satisfaction and morale, increased motivation, increased process efficiency that generates financial gain, increased ability to adopt new technologies and methods, increased innovation in strategies and products, and lower employee turnover.

Blackman (2022) postulate that the performance of specific tasks judged against established or diagnosed standards of correctness, completeness, and cost is referred to as job fulfillment. Additionally, it involves carrying out particular tasks or assignments by set standards for correctness, thoroughness, and cost.

According to Bilan and Mishchuk (2020), organizational performance encompasses three specific areas of firm outcomes: (a) financial performance (profits, return on assets, return on investment, etc.); (b) product market performance (sales, market share, etc.); and (c) shareholder return (total shareholder return, economic value added, etc.). Social responsibility (e.g., corporate citizenship, community outreach. Although there are many different ways that businesses and authorities have defined employee performance, I strongly consider that it is linked to both employee and company effectiveness (Idahosa, 2019). Performance may be viewed as a history of accomplishments and results (Andreas, 2022). As a result, conduct may be used to explain how people behave in groups and organizations.

According to Parveen and Shah (2022) Any factors that either directly or indirectly affect or have a connection to a worker's employment are referred to as "employee performance". Both actions and results are included in performance (Patel & Brennan, 2023). Employee happiness depends on people feeling competent to do their jobs, which is made possible by better training programs. According to Petichakis (2022), senior executives may improve the workplace by recognizing the value of training programs, which in turn improves employee engagement and performance.

Employee performance, according to human resource management experts, can be gauged by the level of productivity, expressed as a percentage of output, and customer satisfaction, which is processed and raised inside the company (Coetzee & Moosa, 2020; Khan & Abdullah, 2019). They are evaluated based on how quickly workers complete a specific task that has been assigned to them, and punctuality is evaluated based on how quickly workers complete a task when executing a particular assignment that has been assigned. When an employee exceeds

their predetermined goals, it is measured based on their performance, punctuality, and absence rates at work, as well as the organization's goals (John & Bakari, 2020).

2.8 Relationship between Staff Development and Employee Performance

Employee development, according to Harvey and Cameron, (2021) is any process designed to provide people with the abilities they will need to handle a variety of future challenges and responsibilities focused on attaining the business's strategic goals. It has been demonstrated to be a substantial source of competitive advantage in a global market. It is a method for enhancing employees' skill sets for impending tasks. According to the vast majority of researchers, training and development initiatives are among the most important human resource management strategies that have an impact on the level of employee knowledge and, as a result, boost workers' ability to perform at a higher level (Blackman, Shifaza, McNeill, Willis, Verrall, & Henderson, 2022). This ultimately leads to better organizational performance.

The results of several research show a strong correlation between employee performance and development. Lee and Shin (2023) show in their study how learning via training is seen as a vital component in enhancing employee performance, achieving organizational goals, and having an influence on the success of the firm. Savela, and O'Brien (2016) claim that employing an appropriate development strategy to improve employees' performance by developing certain skills and abilities may bridge the performance gap among employees. He went on to say that training helps employers assess how well their employees are doing, enabling them to create strategies that would help them shape their attitudes, knowledge, and skills. A multitude of factors, such as a lack of motivation, conflict in one's personal life, and a lack of confidence, can affect an employee's performance (Bringsén et al., 2022). It is advised that companies

consider these factors while determining the optimal training and development interventions for their workforce to boost employee motivation, promote engagement, and make it possible to fulfill organizational goals.

Alfred & Johnson, 2019) also said that workers perform better when given access to sufficient and appropriate training programs that motivate them and assist them in meeting their needs. Effective training programs, in the opinion of Cho and Ho (2019), alter an employee's competency level for the better. It enhances employees' abilities to carry out their given tasks successfully by enhancing their skills, attitudes, knowledge, and overall performance. This has a significant positive impact on the performance of the business. Employees may do their assigned responsibilities effectively and competitively with the support of training, which also helps to enhance their competency level. The performance of individuals in an organization is, however, influenced by a variety of environmental variables, including organizational structure, corporate culture, performance assessment systems, job design, power, and politics (Sonrexa et al., 2023). Redekopp and Huston, (2020) further argued that if training is successful on both a personal and organizational level, it results in a high degree of commitment on the side of employees. Effective training initiatives often influence employee outcomes favorably, including job satisfaction, motivation, and organizational commitment.

2.9 The Status of Women in University Management

Studies on the situation of women in management, particularly in higher education management, are not widely available (Nuwagaba, Lukamba, Phionah, Molokwane & Nduhura, 2023). To determine the positions held by women in both academic and administrative hierarchies, Dehghani (2020) performed a study on the proportion of female staff members at

Commonwealth universities. Women continue to be notably underrepresented among full-time employees in both the administrative and academic hierarchies of Commonwealth institutions, according to secondary statistics from the Commonwealth Institutions Yearbook. According to Staff and Sandbakk (2023), women are more likely to be successful in administrative positions such as registrars, librarians, or heads of people than in positions like vice-chancellors or their deputies, directors of finance, or deans of faculties.

2.10 Women's Career Development and Progression

In both the public and commercial sectors, women's career advancement into executive-level jobs still lags behind that of their male colleagues (Shin & Seo, 2019). Women in management positions tend to appreciate the leadership role, and it has been suggested that the labor market is systematically biased toward one gender over the other (Alfred & Johnson, 2019). According to Kandiko and Croix (2018), women in management roles could use their influence in a different way than males. These gender disparities provide the workforce with a diversified viewpoint.

The study of career management examines how people manage their careers within and between businesses, as well as how organizations arrange the professional advancement of their employees. It encompasses how an individual develops their work pattern, decision-making approach, integration of their life roles, expression of their values, and life role self-concepts (Akinwale, Kuye, & Akinwale, 2023). Savela, and O'Brien (2016) contend that research on organizations and management is overwhelmingly conducted from a gender-neutral perspective, but they also note that concerns about this lack of gender awareness are not new.

Callahan (2023) added that as long as these prejudices are prevalent, they will continue to support the idea that males should hold the model role for the successful manager, who has historically been a man. Both the theory supporting the paradigm and the experience of a career in management show the dominance of the masculine gender in management (Alfred & Johnson, 2019).

2.11 Women's Career Planning

The idea of career planning has been around for a while, but many would say that it is extremely difficult to apply any type of planning to a career, especially if you happen to be a woman (Belser, & Young, 2018). The perception is that a career tends to depend primarily on luck and opportunity and that too many other elements are involved. Cho and Ho (2019) contend that everyone has some ideas about what they would like to accomplish in their employment and life, but the majority of people are too fearful to tempt fate to plan their careers in any depth or with any ambition.

Most individuals don't have planned careers. In actuality, people often tend to enter their first job out of a need for money, and it's not until they start to enter their middle work years (between 35 and 55) that what Jones (2007) refers to as "Career menopause" occurs. He said that once employed, the act of planning for change is crucial for putting oneself in a position to seize upcoming possibilities. Sonrexa and Ware (2023) explain that advancement in a career field is not always a requirement for success. According to Jones (2007), career growth should be taken into account while making any transfers.

Developing in your present position, moving up to a promoted position, rising the organizational ladder, or switching to part-time employment are all examples of how you might do this. To

guarantee that the new work gives beneficial possibilities for acquiring new abilities, preparation is required for each of these career options (Sonrexa et al., 2023).

According to studies, women are particularly under pressure because they feel the need to be recognized as superior to males rather than merely equal to them (Bringsén & Lindström, 2022; McLaughlin, & Marsh, 1978; Redekopp et al., 2020). Choosing a career is about more than simply advancement. Whether moving up, sideways, or out, every decision benefits from analysis and project management (Redekopp & Huston, 2020). This is also true for professional decisions. Being in the right location at the right time is important, but one may also create chances by exercising strategic thinking (Cho & Ho, 2019).

2.12 Successful Women Leaders

According to the literature, most women who do succeed in administration begin with faculty positions like professor or dean before moving on to more administrative positions (Ayodele & González, 2020; Oyedipe, Ajiboye, & Omosanya, 2021; Waddell & Dunn, 2005). Women are also less likely to pursue administrative positions as career goals than men are; instead, they appear to fall into the roles based on their capacity for planning and managing (Ayodele & González, 2020). As a result, women frequently work in administration either as a result of being recruited by others who recognized their ability or because they have a great motivation to enhance students' educational possibilities (Abe & Chikoko, 2020).

A more socially acceptable tendency for women has not been to seek out these positions; instead, a male pattern of career planning entails seeking out jobs of authority and making them a goal (Alfred & Johnson, 2019). Men and women alike penalize a woman who succeeds in formerly male-dominated fields because job hunting is perceived as a masculine act and women

who engage in such an act go against societal expectations of how a woman should behave (Kandiko and Croix, 2018; Savela, and O'Brien, 2016; Shin & Seo, 2019).

Furthermore, it is suggested in the literature that once in administration, women are frequently expected to behave in a manly manner, such as being task-oriented or taking a linear career path, to blend in with an already masculinized environment (Kandiko and Croix, 2018; Savela, and O'Brien, 2016; Shin & Seo, 2019). Additionally, it is believed that women who follow a straight professional path will have more success (Sandbakk, 2023). Redekopp and Huston (2020) explain that the simplest solution to the problem of the amount of time spent working at home and in a workplace would seem to be for a woman to find a partner who is willing to take on equal or greater responsibilities at home so that she can pursue her career.

2.13 Staff Development Strategies Available to Female Employees

The goals and objectives of the organization's business are directly supported through training and development, which is strategically positioned (Patel & Brennan, 2023). According to Zuo and Miller (2021), development plans are learning-related actions that a corporation should implement to carry out its business strategy. The corporate environment, goals, resources available, and knowledge of the need for a competitive advantage in the industry all play a major role in determining a company's training strategy. According to Dehghani (2020), a company's development activities must be carried out properly for it to succeed or fail. Investing in an employee's training and development is necessary to increase performance.

The majority of firms in Ghana believe that improving employee productivity requires investment in training and development. Redekopp and Huston (2020), claim that staff development is part of an integrated system where performance is measured in comparison to

predetermined criteria. Development may be handled by a department devoted to internal training, or training specialists may be engaged externally. Training strategies, according to Jacob and Musa (2021), may be viewed as supporting strategies since they allow employees to improve on their deficiencies. Furthermore, according to Ngo and Ngo (2022), development activities should improve the workforce's essential capacities via knowledge, skills, talents, and attitude. Long-term success requires the development of core abilities including critical thinking, problem-solving, and self-improvement. A firm will have a competitive edge thanks to a well-trained and adaptive workforce; thus, training and development initiatives are essential.

According to Dev and Sheridan (2020), "there is a direct relationship between high employee performance and quality of training and development" to substantiate the claim. Berhanu (2023) asserts that an effective development strategy promotes progressive change adaptation and empowers staff employees to handle new technologies with assurance. Furthermore, Buba and Nuhu, (2023) assert that "employee performance improvement is the most important aspect a development strategy should possess." Continuous training and development are required to assess and update employees' knowledge and skills and to make sure their performance is functionally successful.

2.14 Effect of Staff Development on Female Employee Performance

The majority of researchers cite training and development programs as one of the most significant human resource management practices that influence the caliber of employees' knowledge and, as a result, enhance the higher performance of employees (Bringsén and Lindström, 2022; McLaughlin, & Marsh, 1978). In the end, this results in improved

organizational performance. It has been stated that the labor market is systematically biased toward one gender over the other, and women in management positions typically value leadership roles (Alfred & Johnson, 2019). Kandiko and Croix (2018) contend that women in managerial positions may exert their influence in a different manner than men. These gender differences provide the workforce with a diverse perspective.

To achieve gender equality and improve the quality of life for women, there is a growing realization of the importance of concentrating on gender issues and female employment globally (Idahosa, 2019). Due to the need to more clearly describe this concept of a gender system, there have been more research and conferences on the condition of women than in the past (Adejare, & Emola, 2020). Bilan and Mishchuk (2020) further on the necessity to focus on female employment by pointing out that from a rights-based perspective, female employment should be increased since everyone deserves the same opportunities. The findings of several studies demonstrate a positive association between staff development and employee performance. In their study, Lee and Shin (2023) showed how learning via training is considered a crucial element in improving employee performance, accomplishing organizational goals, and impacting the company's performance.

According to Shin and Seo (2019), the performance gap employees may be closed by using a suitable training approach to enhance workers' performance by developing certain skills and talents. He continued by explaining that training aids in businesses determining whether or not workers are performing, allowing them to develop plans that would aid in molding workers' attitudes, knowledge, and abilities. The performance of an employee may be impacted by several variables, including a lack of motivation, conflict in one's personal life, and a lack of

confidence (Kandiko & Croix, 2018). Therefore, it is advocated that businesses take these elements into account when deciding on the best training and development interventions for their staff to increase employee motivation, encourage participation, and enable the achievement of organizational objectives. Ayodele and González, (2020) also said that when employees are provided with sufficient and suitable training programs that inspire them and help them meet their requirements, they work better.

According to Waddell and Dunn (2005), effective training programs positively change an employee's competency level. It improves the skills, attitude, knowledge, and overall performance of the employees to perform their assigned jobs effectively which contributes immensely to an increase in organizational performance. Training helps in developing the competency level of employees and also enables them to perform their given tasks efficiently and competitively. However, certain environmental factors such as organizational structure, corporate culture, performance appraisal systems, job design, power, and politics affect the performance of employees in an organization (Ayodele & González, 2020).

Additionally, Marinucci and Allen (2023), suggested that if development, both on an individual and organizational level is achieved, it brings a high level of commitment on the part of employees. It can generally be argued that effective development programs impact positively employee outcomes notably job satisfaction, motivation, and organizational commitment. According to Berhanu (2023), staff training development should be organized so that it results in the organization's commitment. On the other side, Petichakis (2022) put out the idea that some human resources strategies, such as career development and training opportunities,

promotions, and succession planning, have a positive impact on employee commitment. Higher employee performance results from these techniques when they are properly taken into account.

2.15 Factors Hindering Women's Career Mobility of Female in Public Universities in Ghana

According to research, even in companies where women outnumber males numerically and where men are relative newcomers, men tend to advance more quickly than women (Abe & Chikoko 2020; Bringsén & Lindström, 2022; McLaughlin, & Marsh, 1978). Cox and Tanner (2020) discovered that women were promoted less frequently and more slowly than males in most public institutions. According to Lindström (2022), males are more successful at being promoted because they use informal networks more often than women do, who place a higher emphasis on official promotion procedures. In many businesses, the functioning of promotion policies is a subject that frequently has a hazy set of criteria linked. Senior management is given a great deal of discretion, which causes subjectivity rather than objectivity to enter the process (Harvey & Cameron, 2021).

Gender Stereotypes

According to research findings, discrimination against women managers has a detrimental influence on their ability to progress in their careers (Kholmirezayev & Kazadayev, 2022). According to Shin and Seo (2019), employers frequently think that women are less devoted to their jobs and less capable of pursuing a full-time profession than males because of their biological makeup rather than their abilities. When a male and a woman with comparable qualifications are up for promotion, the woman is typically seen to pose a higher risk because of her gender. Working in male-dominated hierarchies is thought to lower women's chances of

progression since these hierarchies are more likely to promote males to management positions because men relate to other men more comfortably than they do to women (Belser & Young, 2018).

Mentoring and Networking

To increase emotional support, self-confidence, and job satisfaction, mentoring, and networking ties are also possibly beneficial for women's success (Redekopp & Huston, 2020). According to research by Jones (2007), female managers were aware that their male colleagues were openly participating in networking activities that boosted their exposure among the senior management team. However, networking and mentorship possibilities are sometimes scarce for women in workplaces where males predominate. According to studies, a disproportionately large number of women who have demonstrated their professional success have gotten support from their mentors (Staff & Sandbakk, 2023).

Even though mentoring ties are essential for women in management in companies, women are much less likely than males to form these connections (Dehghani, 2020). Even though studies have shown how important mentorship is to women managers, these women frequently confront organizational impediments that prevent the growth of mentorships (McLaughlin, & Marsh, 1978; Redekopp & Huston, 2020). In comparison to their male colleagues, female managers could have fewer official and informal possibilities to find mentors. The way that others would see the connection between the female manager and her male mentor is another concern.

Organizational Structure

According to research, professional advancement for women in management roles across a range of professions is still hampered by several internal impediments (. (Bringsén and

Lindström, 2022; Lee and Shin, 2023; Waddell & Dunn, 2005). Several studies have highlighted a variety of social and organizational constraints that contribute to the underrepresentation of women in senior management (Ayodele & González, 2020; Lee et al., 2023). Women's careers are impacted by the organizational environment, which is defined as the dominant corporate attitudes toward women's professional ability and dedication. It also includes attitudes against women that may create an unwelcoming and demoralizing workplace.

As part of the "invisible woman syndrome," negative attitudes that cast doubt on women's professional talents pervade the workplace and encourage them to strive harder to establish their credibility and dedication. According to Callahan (2023), organizational processes that are used to determine aptitude and distribute jobs and training are just as important to career advancement as individual investments in human capital (education and training). Promotional requirements sometimes place more emphasis on preconceived notions of who should fill a position than actual credentials. According to Cho and Ho (2019) the promotion of women to top management positions is significantly hampered by promotional strategies. Jones (2007) added that organizational culture can be a barrier to women's promotion to high-level leadership and managerial roles.

Social Cultural Beliefs

There is still a lot of discrimination against women in both the law and culture. Many developing nations have traditions that disregard or devalue the opinions of women (Abe & Chikoko, 2020). Owensa and Nulty (2021) asserted that research on organizations and management is overwhelmingly conducted from a gender-neutral perspective, but they also noted that concerns about this lack of gender awareness are not new. As long as these prejudices are prevalent, they

will continue to support the idea that males should hold the model role for the successful manager, who has historically been a man.

Both the theory supporting the paradigm and the experience of a career in management show the dominance of the masculine gender in management (Oyedipe et al., 2021). Jacob and Musa (2021) stated that although women are devoted to their jobs and are acquiring the requisite education and experience, they nevertheless confront a "glass ceiling." One can learn how to facilitate the development and achievement of women in higher-level management positions by studying and understanding the career development and aspirations of women as well as the barriers that exist for them in middle management positions.

Family Responsibilities

Women have home and familial duties that obstruct their professional development (Waddell & Dunn, 2005). According to McLaughlin and Marsh (1978) having children continues to prevent women from advancing in their careers. Friedman (2021) added that the biggest obstacle facing career women was having to work while taking care of their families. Women were finding it difficult to manage their workload. Women also had a hard time earning the respect and trustworthiness of managers and supervisors. Additionally, it was shown that women leaving their jobs for parental reasons did so urgently (Hakvoort & Schuurmans, 2022).

2.16 Interventions to Enhance Women's Career Mobility in University Management

There must be a fair playing field for women to compete on par with males. Gender equity was the only way to do this (Urbancová et al., 2021). Gender equality, Petichakis (2022), is the distribution of men and women in the workforce in terms of workplaces, job titles, occupations, and hierarchical positions in the same proportions as they are in the paid labor force. This

includes equal opportunities for men and women of all races to obtain professional credentials and occupational training. According to Redekopp and Huston (2020), the majority of women still feel oppressed and disadvantaged when it comes to their opportunities, needs, and representation in higher education, despite equal opportunity regulations. Governments and institutions have developed plans to increase women's job mobility.

Affirmative Action

Employers are required under affirmative action to attempt to find, hire, and advance qualified members of historically excluded groups. It strives to strengthen initiatives to advance women in all areas of development. In the broad criteria, gender is emphasized as a distinguishing characteristic (Waddell & Dunn, 2005). Dehghani (2020) noted that the employer must also make sure that everyone who has employment-related authority, including all supervisors, operates without discrimination. Even if the exclusion cannot be linked to specific employer discrimination, affirmative action mandates that the company make extra efforts to find, hire, and advance qualified members of the previously excluded groups (Akinwale et al., 2023).

Naidoo (2019) also noted that the rate at which women have scaled academic career ladders in these nations is excruciatingly sluggish, despite years of affirmative action and the passage of laws banning discrimination. The analysis found that women make up about 7-8% of professors in the United Kingdom, slightly over 5% in Ireland, 16% of full professors in the United States, and 18% in Finland. Therefore, colleges are described by Gobaw (2017) as a hotspot of both vertical and horizontal sex segregation. Aldaihani (2020) added that interventions such as policies, and legal frameworks should also be monitored and utilized to ensure equal representation of males and females at the workplace.

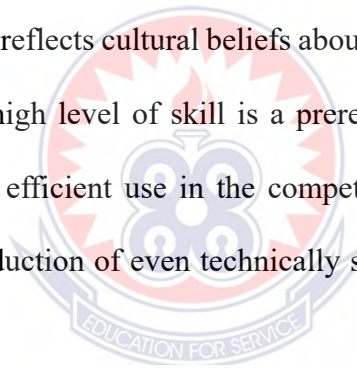
2.17 Empirical Review

Studies have attempted to show that having a high level of staff development is a contributing element to an organization's performance (Abe & Chikoko 2020; Bringsén and Lindström, 2022; McLaughlin, & Marsh, 1978).). According to a survey, university workers that have more education or training perform better overall (Marinucci & Allen, 2023). According to research, there is a significant correlation between employee performance as determined by the degree of worker productivity and an efficient workforce. By carefully implementing training methods and employing the right ones. Shin and Seo (2019) assert that while many new hires can be provided with the majority of the information, abilities, and attitudes necessary to begin working, some may need in-depth training to assure their valuable contribution to the business. They also state that to maintain an effective level of work performance, the majority of them will eventually require some kind of training. According to Akinwale, and Akinwale (2023), a significant factor in determining an organization's long-term success is the caliber of its people and their growth via training and development. As a result, businesses that are committed to quality are more likely to spend money on training and education.

Jones (2007) discovered that the extensive training experiences boosted employees' pride in their work and work-related enthusiasm, which translated into discernible increases in productivity. They thus advised that training becomes a crucial component of any firm since it is essential for worker performance and career growth. Marinucci and Allen (2023) contend that training and development go beyond only enhancing knowledge to also provide the benefits of networking and learning from others' experiences. This explains why it's common to hear arguments for not providing training to a worker at any given moment. According to a study by Ilo (2010) on women's access to senior management positions at the University of Abuja in

Nigeria, years of equal opportunity laws, affirmative action plans, and anti-discrimination legislation in favor of women have not resulted in the desired advancement of female academics in the hierarchy.

Eagly and Carli (2007) noted that hurdles to women in management persist everywhere in their research of gender hierarchy connections in the United Kingdom. Martin and Dinnitto (2003) found that few women have attained positions of power and responsibility. The experts claim that there is discrimination against women in the workplace due to differences in attitudes and approaches toward men and women. In his study on women in higher education management in universities in commonwealth nations, Gobaw (2011) examined that the degree to which women engage in management reflects cultural beliefs about the roles that women are supposed to play. A workforce with a high level of skill is a prerequisite for the careful selection of appropriate machinery and its efficient use in the competitive environment of today, which benefits from the efficient production of even technically simple products (Kiruja & Mukuru, 2018).



2.18 Conceptual framework

It is a relatively new phenomenon in Ghana for women to hold senior managerial roles, particularly in higher education institutions like public universities. In comparison to women, males have traditionally held high managerial roles. It will need coordinated efforts from policymakers, universities, and women themselves to close the gap between the managerial positions held by men and women in Ghana universities. The promotion of Ghana women to higher levels requires a lot of work on their side, since several issues, including cultural

preconceptions, a lack of clear rules, socialization based on gender, and political involvement, consistently fight against their professional mobility.

The relatively few organizations with female leaders have seen enormous development in the field of educational improvement, both statistically and qualitatively. To compete with her male counterpart for managerial jobs at Ghana public universities, the researcher believed that Ghanaian women must put in a lot of effort. This would be made feasible by support mechanisms such as the adoption of rules on hiring and promoting employees, women receiving the appropriate training, and networking to help them get past obstacles impeding their professional advancement. On the other hand, public universities are required to implement initiatives to increase women's career mobility in Ghana. This would allow women to compete on an equal level with men.

To deal with all the other emerging issues that will strongly repel her career mobility, the woman may still have to deal with personal factors like family responsibilities, institutional factors like university policies, and societal factors like cultural stereotypes and role socialization. This could be achieved through strong policies and legal frameworks among other institutional infrastructures.

Independent Variable

Dependent Variable

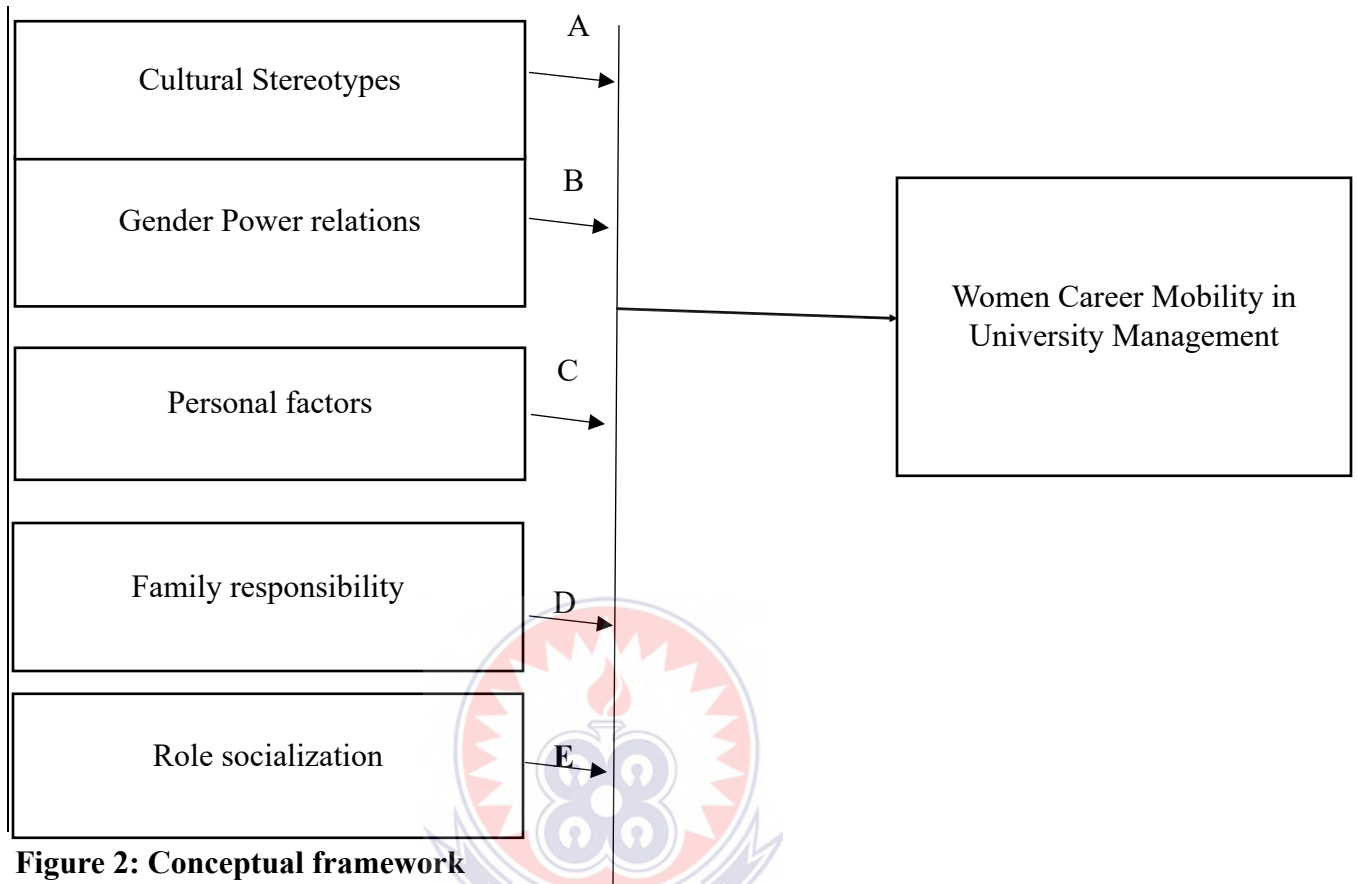


Figure 2: Conceptual framework

Authors Construct (2023)

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The chapter dealt with the research methodology that was used by the researcher. It specifically highlighted the research methods that were used in carrying out the study to answer the research questions. In addition, various methodological issues such as population, sampling technique, sampling frame and size, data collection, and analysis methods that were adopted in the conduct of the study were discussed.

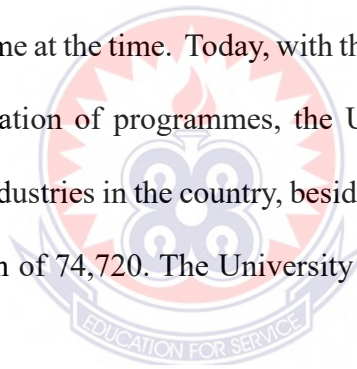
3.1 Research Design

A research design is a presentation of the plan, structure, and strategy of investigation, which seeks to obtain or answer various questions (Salter & Frowd, 2023). It is a detailed plan for how the research study was conducted according to the data required to investigate the research questions economically (Burger & Silima, 2006). Cash and Summers (2022) added that research design is the framework that guides the collection and analysis of the data. This study employed a descriptive research design. According to Kazdin (2021) a descriptive study deals with the what, how, and who of a phenomenon which is the concern for this study. The researcher carried out descriptive research using a quantitative approach. The use of the descriptive research method enabled the researcher to become more familiar with the situation, acquire a new understanding of the situation, and formulate a specific research problem or hypothesis (Fischer, Boone & Neumann, 2023).

3.2 Study Area

The study took place on the main campuses of the two selected public universities in Ghana namely the University of Cape Coast, and the University of Education, Winneba.

The University of Cape Coast was established in October 1962 as a University College and placed in a special relationship with the University of Ghana, Legon on October 1, 1971. The college attained the status of a full and independent University with the authority to confer its degrees, diplomas, and certificates by the act of Parliament. The University was established out of a dire need for highly qualified and skilled manpower in education. Its original mandate was, therefore, to train graduate professional teachers for Ghana's manpower needs of the country's accelerated education programme at the time. Today, with the expansion of some of its faculties, and schools and the diversification of programmes, the University can meet the manpower needs of other ministries and industries in the country, besides that of the Ministry of Education. It has a total student population of 74,720. The University has one main campus with various study centers across Ghana.



The University of Education, Winneba (UEW) was established in September, 1992 as a University College under PNDC Law 322. On the 14th May 2004 the University of Education Act, Act 672 was enacted to upgrade the status of the University College of Education of Winneba to the status of a full University. The University College of Education of Winneba brought together seven diploma-awarding colleges located in different towns under one umbrella institution. These Colleges were Advanced Teacher Training College and the National Academy of Music, all at Winneba; the School of Ghana Language Ajumako; the College of Special Education, Akwapim-Mampong; the Advanced Technical Training College, Kumasi; and the St. Andrews Agricultural Training College, Mampong-

Ashanti.

The UEW aims to provide higher education and foster a systematic advancement of the science and the art of teacher education, train tutors for the colleges of education and pre-tertiary institutions such as pre-school, basic, senior secondary school, and non-formal education institutions, and foster links between the schools and the community to ensure the holistic training of teachers. It has a population of over 60,000 with four campuses located at Winneba, Kumasi, Ajumako, and Mampong. These two universities are all located in the southern zone of Ghana. The southern zone was selected because, as Bhardwaj (2019) indicated, a researcher must work within certain limits related to available resources. They are three southern traditional universities that have been in existence for more than twenty years. It is therefore assumed that they have enough resource personnel with the requisite experience needed for the study.

3.3 Population and Sampling Design

3.3.1 Population

Population refers to the larger population to which the researcher ultimately would like to generalize the results of the study (Goldberg & Davidson, 2022). It is therefore the entire group of individuals, events, or objects having a common observable characteristic (Bhatt, 2020; Jang & Nyang, 2020). Sampling is the process of choosing the group from whom you will collect data for your study (Long, & Yao, 2022). A sampling design is a detailed strategy for selecting a sample from a certain population (Burger & Silima, 2006). The study was conducted in two public universities in the central region of Ghana. The universities in the Central Region were used for the study because they are the most accessible population due to the location of the study. That is, the Central region was chosen due to proximity. Additionally, the public

universities selected were those that had been in existence for the last twenty years. This is because they were assumed to have put in place relevant policies that enhance gender equity in management. Furthermore, the study focused on women in administrative positions. Thus, the population consists of all women in administrative positions at the selected tertiary institution. The target population comprised some selected administrative workers of the University of Cape Coast and the University of Education, Winneba. There were 150 (one hundred and fifty), and 165 (one hundred and sixty-five) female administrators respectively at the University of Cape Coast the and University of Education, Winneba (UEW Administrative Handbook, 2018; UCC institutional respiratory, 2015). Therefore, the target population was 315 (Three hundred and fifteen) female administrators from the two institutions.

3.3.2 Sampling Technique

Sampling is a strategy for choosing certain individuals or a small portion of the population to draw conclusions about the population as a whole and estimate its characteristics (Braun & Clarke, 2022). Bhardwaj (2019) added that the process of selecting a subset of the intended audience for a research study is known as sampling. A convenient sampling technique was employed for the study. Convenience sampling is defined as a method adopted by researchers where they collect market research data from a conveniently available pool of respondents (Kasim & Amir, 2021),). Convenience sampling was used because subjects for the study (female administrators) were readily available.

In choosing the sample for each institution, 220 pieces of paper containing 110 "Yes" inscriptions and the other 110 "No" inscriptions were used. The papers were folded and then placed in a box. To ensure that each worker had an equal chance of being chosen, the pieces of paper in the box were repeatedly flipped over. The pieces of paper have to be chosen by the

workers at random. This study enlisted workers who chose the pieces of paper with "yes" replies as study participants.

According to Jang and Nyang (2020), random selection guarantees that every employee in the branch has an equal chance of being chosen, which is necessary for the results to be generalizable to the target population. These sampling methods guaranteed the sample's representativeness and removed selection bias. The study included 210 employees as its sample, 100 of them were from the University of Cape Coast and 110 from the University of Education, Winneba.

3.3.3 Sample Size

Sample size refers to the number of participants or observations included in a study (Jenkins, & Quintana-Ascencio, 2020). According to Chatterjee and Diaconis, (2018), the sampling size should be large enough to identify relationships among variables or determine differences between groups. Sample sizes can either be determined in advance of the study or sequential (Kasim & Amir, 2021; Lakens, 2022).

A total of 210 personnel from various organizations made up the study's sample size, 100 of them were from the University of Cape Coast and 110 from the University of Education, Winneba expressed respectively in percentages as 31.7% and 34.9%. According to Kasim and Amir, (2021); Pandey and Pandey, (2021) a sample size of between 10% and 30 % is a good representation of the target population, hence 66.6% of the study's population was appropriate for the study.

3.4 Research Instrument

A research instrument is a tool used to gather, quantify, and examine information relevant to a research interest (Hinds, 2002). According to Taber (2018), any tool a scientist uses to collect, measure, and analyze data is referred to as a "research instrument". Tests, surveys, scales, questionnaires, and even checklists are examples of research instruments (Mohamad & Salleh, 2015). The research instrument that was used for data collection was a questionnaire. This is very useful in social science research (Guthrie & Gerard, 2010). A questionnaire is a formalized set of questions for obtaining information from respondents (Krosnick, 2018). Both close-ended and open-ended questions were used to elicit responses needed to answer the research questions and achieve the objectives set for this study. The closed-ended questions required the respondent to choose from among a given set of responses and required the respondent to examine each possible response independently of the other choice.

The study also employed a Likert scale, which is more useful when behaviour, attitude, or other phenomena of interest needs to be evaluated in a continuum. Groves and Tourangeau (2011) posit that there are distinct advantages to using questionnaires rather than an interview methodology. One such advantage is that questionnaires are less expensive and easier to administer than personal interviews. Using questionnaires makes the analysis of data easier and more reliable (Kusi, 2014). Again, in most of the items in the inventory, the respondent is given a scope of choice because there are pre-determined responses after each of the items. The set of questionnaires was distributed personally by the researcher.

The questionnaire was designed to capture the demographic data of respondents and their views regarding the research questions. The questionnaire was divided into four sections, section A

was designed to obtain information on the demographics, section B consisted of ten (10) questions about Strategies for Staff Development available at the selected institutions, Section C elicited eleven (11) questions on staff Development, section D contained fifteen (15) questions on Employee performance and section E elicited twelve (12) questions on the Factors Hindering Women's Career Development in selected institutions. The questionnaire was constructed using a five-point Likert-type scale. The respondents were required to indicate the extent of their agreement or disagreement with each statement on a score of one (1) to five (5).

3.5 Piloting the Instrument

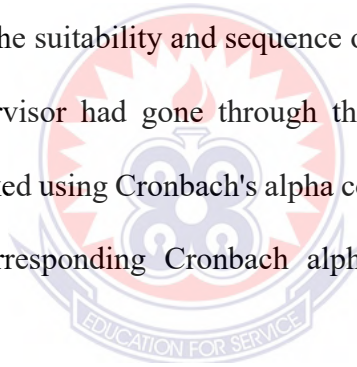
A pilot study can be defined as a small study to test research protocols, data collection instruments, sample recruitment strategies, and other research techniques in preparation for a larger study (Gani, & Krishnasamy, 2020). A pilot study is performed reflecting all the procedures of the main study and validates the feasibility of the study by assessing the inclusion and exclusion criteria of the participants and testing the instruments used for measurements in the study (Pomeranz & Stedman, 2020). The data collection instruments were pilot tested in a selected area which was not the area for the actual study but the respondents had the same characteristics as respondents for the actual study. This was to help in the refinement of the instruments.

The pilot study was to help adapt the tools to the study objectives and improve the data collection technique or items of the study. The results of the piloting revealed several items' failure to provide the desired effects. Additionally, there were too many things for the responders to process, and several of the topics seemed confusing. The number of items was decreased, and certain questions were reframed, to lessen tiredness, which was expected to impair reliability and validity.

3.6 Validity and Reliability

Nicolella (2018) postulated that the goal of a good study is to have measures that are reliable and valid. Validity concerns whether the findings are really about what they appear to be about (Sember & Jurak, 2020). Given, Kusi (2012), it is based on the view that a particular instrument measures what it purports. Validity is the measuring instrument's degree of measurement (Heale, 2015).

The validity of the content is related to the degree to which a measuring instrument's content is measured for measurement purposes (Krosnick, 2018). A copy of this questionnaire was sent to the supervisor to check the wording of the instrument. This is to get an overview, as well as any necessary suggestions, of the suitability and sequence of the questions. The questionnaires were modified after the supervisor had gone through the questions. The reliability of the research instruments was checked using Cronbach's alpha coefficient. All of the questionnaires were modified, and their corresponding Cronbach alpha values were .81, .81, and .79 respectively.za



3.7 Data Collection Procedure

The researchers obtained an introductory letter from the Department of Management Sciences of the School of Business at the University of Education, Winneba to facilitate the process of data collection. Permission was sought from the managers and the various departmental authorities of selected public universities to enable the researcher to conduct the study. The consent of the participants was sought concerning the study, and they were given 60 minutes to answer the questionnaire to the best of their knowledge. Questionnaire items that were not clear to their understanding were clarified by the researchers. Respondents who were not in a position

to fill that day were given a week after which the researcher went back to collect the questionnaires.

3.8 Data Analysis and Presentation

Data analysis seeks to make general statements on how categories or themes of data are related (Wickham & Wickham, 2016). The descriptive statistics method was used for analysis. Statistical Package for Social Sciences (SPSS) computer software was used to generate frequency, tables, and percentages. The results and analysis were discussed in the data interpretation and summary of the findings.

The data obtained from the questionnaires were grouped based on their connection with various research objectives. Question one was analyzed using descriptive statistical tools such as mean and standard deviation. Question two was analyzed with regression (inferential statistics). Question three was analyzed using descriptive statistical tools such as mean and standard deviation. The relevant information was obtained in a standard form using tables, frequencies, and percentages to analyze.

3.9 Ethical Consideration

Van and Harrison (2013) largely accept the ethical rights of a participant to be: the right to privacy and voluntary participation; anonymity and confidentiality. The thought of anonymity can be easily overcome by ignoring the names of the participants or classifying the respondents by a code instead of by name (Choy, 2014). Many people are, however, prepared to divulge this information of a very private nature on the condition that their names are not mentioned (Gajjar, 2013). Ethical consideration was followed by the analyst. The researcher introduced himself to the respondents and assisted them in responding to the questionnaire. The respondents were

advised to be objective in responding to the questionnaires given to them. They were encouraged to express their views as objectively as possible and decide whether to participate or not. Confidentiality and privacy were guaranteed that the information they gave would be used for the study only.

Chapter Summary

The chapter describes the research methodology used in the study, including the population, sampling design and size, data collection, and analysis methods. The researcher also clearly outlined the data collection tool used in the study and provided the data analysis and presentation methods followed.



CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

The results from the data analysis are thoroughly examined in this chapter. The chapter includes descriptive statistics that were used to present data on important demographic factors in the study. The analysis was guided by the following research questions.

1. What staff development strategies are available to female employees in the universities in Ghana?
2. What is the effect of staff development on female employee performance in the public universities in Ghana?
3. What are the factors hindering women's career development in the public universities in Ghana?



4.1 Demographic Characteristics of Study Participants

This section of the study presents the preliminary analysis of the profile of the respondents sampled for the survey. The biographic data reflects the profile of the respondents in terms of their age, gender, marital status, academic qualification, working experience, and designated department.

Table 4.1 Demographic Summary of Frequencies and Percentages

Items	Frequency	Percentage
Gender		
Male	40	19
Female	170	81
	210	100
Age		
15-30	60	28
31-45	105	50
46-60	35	17
60 above	10	5
	210	100
Marriages		
Single	104	50
Married	86	40
Separated Divorced	20	10
	210	100
Education		
Diploma	30	14
Degree	130	62
Masters	50	24
	210	100
Rank		
Junior Admin Assistant	32	15
Senior Admin Assistant	125	60
Principal Admin Assistant	53	25
	210	100
Length of service		
1-10 years	62	30
11-20 years	75	36
21-30 years	43	20
Above 30 years	30	14
	210	100
Department		
Finance	20	10
Procurement	15	7
Human resource	69	33
Operations	18	9
Academics	22	10
Stores	11	5
Others	55	26
	210	100

Source (field survey, 2023)

Table 4.1 depicts the description of the gender distribution of participants. Table 4.1 suggests that the majority of the participants representing 81% were females whilst a minority of the participants representing 19% were males. The gender of the participants may influence their career aspirations and selection. Porter and Graves (2019) opined that university administrators have among the lowest number of males in the overall workforce.

Furthermore, Table 4.2 shows the description of the age distribution of participants. The analysis indicated that the majority of respondents (50%) who participated in the study were in the age group of 31-45 years. The minority margin of 5% was respondents above 60 years, whilst 28% of the respondents were between the ages of 15-30 years old. A total of 17% of respondents were between 46-60 years old. The analysis revealed that the majority of the respondents 78% (50%+28%) were between 15-45 years of age. Considering the statutory retirement age of 60 years for workers in Ghana, it could be said that many of the respondents are still young and have long and fruitful years of service ahead of them; hence, they can contribute tremendously to national development over a long period.

Additionally, on the issue of marriage, it was indicated that a total of 50% of the respondents were single, while 40% were married. 10% of respondents were separated,

Moreover, with regards to Education Qualification, it is seen that a total of 14% had a diploma as their highest qualification while 62% had a degree. Meanwhile, 24% of respondents had a master's qualification.

Again, on issues relating to staff ranking, it was revealed that 60% of the respondents were the highest, representing senior administrative assistant. 15% of the respondents said they were junior administrative assistant. A total of 25% of respondents were principal administrative assistant.

On the issue of the length of service of the respondents, the analysis indicated that the majority of respondents (36%) had 11-20 years of working experience in Holdings. A total of 30% of the respondents had 1-10 years of service. Meanwhile, 20% of respondents fell between 21-30 years of service. A meager 14% of the respondents had 30 years and above of service.

On the matter of the designated department for the applicants, that analysis indicated that the majority of respondents (33%) were in the human department. A total of 10% of the respondents were in the finance department. Meanwhile, 7% of the respondents were in charge of the procurement. 9% of respondents were in charge of the operations department. A meager 5% of the respondents were in charge of the store. Moreover 10% of the respondents were in charge of the academics.

4.2 Research Question One: What staff development strategies are available to female employees in the universities in Ghana?

The first research question was to identify the development strategies available for female employees in the universities in Ghana. The results obtained are presented in Table 4.2

Table 4.2: Development Strategies

	Mean	Std. Deviation
Formal training	3.7714	1.17190
Staff motivation	3.6571	1.17248
Flexible work arrangements	3.6190	1.79516
Continuous learning and skill development	3.4714	1.27982

Source (field survey, 2023)

From Table 4.2, a significant majority of the respondents (at mean of 3.7714) indicated that the institutions provide formal training programs specifically designed for female employees. According to Patel and Brennan, (2023) In many organizations, there is a growing recognition of the importance of diversity and inclusion, including opportunities for female employees to receive formal training programs tailored to their needs (Bilan & Mishchuk, 2020). These programs are often designed to address gender-specific challenges and to help women advance in their careers (Zuo & Miller, 2021). Redekopp and Huston (2020) postulate that leadership and Empowerment Training Programs often focus on leadership development, empowerment, and building confidence among female employees. They may include workshops and seminars on topics such as assertiveness, negotiation skills, and effective communication. Dehghani

(2020) asserts that formal training programs for women often incorporate mentorship and networking components.

Ngo and Ngo (2022) added that training programs for women may also address issues related to diversity and inclusion. They can help participants understand unconscious bias, discrimination, and strategies for promoting a more inclusive workplace. Dev and Sheridan (2020) opine that these programs often provide skill development opportunities, including technical training, project management, or other skills relevant to the organization and the industry. Buba and Nuhu, (2023) added that some training programs for women are specifically designed to help women progress in their careers, offering guidance on career planning, goal setting, and strategies for seeking promotions or new opportunities within the organization. Berhanu (2023) concluded that recognizing that women may have different scheduling needs, some programs offer flexibility regarding training times and locations, making it easier for female employees to participate.

Furthermore, from Table 4.2, a significant majority of the participants (at mean 3.6571) indicated that the institutions recognize and reward female employees who actively engage in self-improvement and development. According to Itasanmi and Omorinkoba (2022) recognizing and rewarding female employees who actively engage in self-improvement and development is a vital aspect of creating an inclusive and motivating workplace. By acknowledging their efforts and achievements, organizations can foster a culture of continuous growth and gender equality. Lindström (2022), added that Merit-Based Promote female employees based on their skills, knowledge, and performance, rather than solely on seniority or tenure. This rewards those who actively engage in self-improvement and development. Harvey

& Cameron, (2021) assert that performance-based bonuses or incentives for achieving specific developmental goals. This can motivate female employees to invest in their growth.

According to Kholmirezayev and Kazadayev (2022) establish programs that recognize and celebrate the accomplishments of female employees who have demonstrated a commitment to self-improvement and development. This can include awards, certificates, or public acknowledgments. Belser and Young, (2018) opine that Develop and communicate clear career paths within the organization, with opportunities for advancement based on demonstrated skills and self-improvement. This helps employees understand how they can progress. Redekopp and Huston, (2020) establish that Pair female employees who actively seek self-improvement with mentors or sponsors who can guide and advocate for their career growth. Recognizing and rewarding both mentors and mentees can encourage participation.

Additionally, from Table 4.2 a significant majority of the respondents (at mean 3.6381) show that female employees have access to mentorship and coaching programs to enhance their professional growth. According to Bringsén and Lindström, (2022) Providing female employees with access to mentorship and coaching programs is a valuable initiative for enhancing their professional growth and development. Alfred and Johnson, (2019) assert that Mentorship programs pair female employees with experienced mentors who can provide guidance, support, and career advice. Kandiko and Croix (2018) added that Coaching programs, whether one-on-one or group coaching, focus on skill development and personal growth. Coaches work with female employees to improve specific skills, overcome challenges, and develop strategies for success. Coaching can be particularly effective in areas like leadership, communication, and decision-making (Patel and Brennan, 2023).

According to Ayodele and González, (2020) Both mentorship and coaching programs can help female employees enhance their skills and competencies relevant to their current roles and future career aspirations. Kandiko & Croix, (2018) added that Mentorship programs often provide access to valuable networks and connections that can be instrumental in career advancement. Female employees can benefit from their mentors' networks and may also be encouraged to expand their own professional circles. According to Adejare, and Emola (2020) Coaching programs may address personal development aspects, helping female employees build confidence, manage stress, and improve their work-life balance. This holistic approach can contribute to overall career success. Adejare, & Emola, (2020) affirms that Mentorship and coaching programs can be tailored to individual needs and career stages. Whether it's early-career development, mid-career growth, or preparing for leadership roles, these programs can be adapted to suit each employee's unique situation.

Again, from Table 4.2 a significant majority of the respondents (at mean 3.6190) indicated that there are flexible work arrangements available to female employees to support their continuous learning. Jones (2007) postulates that flexible work arrangements are essential for supporting continuous learning and professional development among female employees (and all employees) by enabling them to balance work responsibilities with educational pursuits. These arrangements can help women acquire new skills, pursue further education, and stay up-to-date with industry trends (Lee & Shin, 2023). According to Marinucci and Allen (2023) assert that allowing female employees to adjust their work hours to accommodate class schedules, online courses, or other learning opportunities can be highly beneficial. This flexibility can help them attend lectures, complete assignments, and participate in educational activities without interfering with their job duties (Waddell & Dunn, 2005).

Furthermore, from Table 4.2 a significant majority of the respondents (at mean 3.6190) indicated the institutions promote a culture of continuous learning and skill development among female employees. Ayodele and González, (2020) assert that offering the option to work remotely, at least part of the time, can provide female employees with the freedom to study and learn from the comfort of their own homes. This flexibility can reduce commuting time and create a conducive environment for learning. Petichakis (2022) opines that Some organizations offer the possibility of working longer hours on fewer days of the week, giving female employees extra days to attend workshops, seminars, or classes. Job-sharing arrangements, where two employees share the responsibilities of a single role, can free up time for one or both employees to engage in continuous learning. Abe and Chikoko (2020) added that transitioning to part-time work, even temporarily, can allow female employees to allocate more time to their educational pursuits while maintaining a reduced work. Cox and Tanner (2020) contributed that recognizing and celebrating the achievements of female employees who engage in continuous learning can motivate them and create a culture of lifelong learning within the organization.

4.3 Correlations of Staff Development and Organizational Performance

This section intended to measure the correlation between the staff development and organizational performance. The findings in Table 4.3 suggested that there was a strong correlation between the staff development and the organization and work performance at ($r=.546, <0.05$). The relationship was extended to the coordination of efforts in the organization at ($r=.443, <0.05$) and the coordination of efforts in the organization affecting the successful implementation of staff development programs at ($r=.357, <0.05$).

Table 4.3

		Successful Implementation of Staff development programs
staff development opportunities provided by the organization are relevant to employee job role.	Pearson Correlation Sig, (2 tailed) N	.180 .065 106
The frequency of staff development sessions is adequate for staff needs	Pearson Correlation Sig, (2 tailed) N	.375** .000 104
The resources provided for staff development (e.g., materials, training facilities) are sufficient	Pearson Correlation Sig, (2 tailed) N	.443** .000 108
Employees receive regular performance feedback and guidance for improvement.	Pearson Correlation Sig, (2 tailed) N	-.155 .110 108
Staff development programs have positively impacted employees' professional growth and skills.	Pearson Correlation Sig, (2 tailed) N	.546** .000 108

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed)

4.4 Regression Analysis of Staff Development and Performance

Table 4.4 shows the results of a regression test on how staff development influences or relates to performance. In the model summary, the ($F(4, 99) = 17.5$; $R^2 = .414$; $p < .05$) indicating that the staff development causes 41.4 percent variation in organizational performance while the remaining 58.6 are attributable to other factors not considered in the study and one error term.

This is outlined in Table model summary below.

Table 4.4: Regression of Staff Development and Performance.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.644a	.414	.391	.713

Predictors: Staff development

4.5 Analysis of Variance of the of Staff Development and Performance.

Analysis of variance results, $F = 17.511$ ($p < 0.001$), show that Staff development has a significant influence on employee performance in the organization. The analysis of variance Table 4.5 is presented below.

Table 4.5 Analysis of variance

Model	Sum of squares	Df	Mean Square	F.	Sig.
Regression 1	35.618	4	8,905	17,511	0.000b
residual	50.313	99	.509		
total	85.962	103			

a. Dependent: Employee performance

b. Predictors: Staff development

Source: (field survey, 2023)

According to Kholmirezayev et.al (2022) How well workers could produce in their performance and the type of work environment they were in determined how far they could be progressed in their careers. Development was therefore probably going to contribute positively to a stellar achievement. High-level development program participants demonstrated advanced work and personal satisfaction. Therefore, having a high level of training was desirable in and of itself for employees, and a reduction in development programs had a negative impact on them (Badrianto, & Ekhsan, 2019). The broad consensus was that job satisfaction is a mental quality (Huston, 2020).

According to Taheri et al. (2020), individual differences exist in job satisfaction and are contingent upon the employees. In essence, they contended that since physical conditions never truly bothered employees, positive results were typically expected rather than physical conditions. Majeed and Shakeel (2017) state that the following benefits of employee development are typically seen: improved motivation, increased job satisfaction and morale, increased process efficiency that yields financial gain, increased capacity to adopt new technologies and methods, increased creativity in strategies and products, and decreased employee turnover Krijgsheld and Scheepers, (2022) defines fulfillment as the completion of certain activities evaluated against predefined or identified benchmarks for precision, thoroughness, and cost. It also refers to carrying out particular tasks or assignments in accordance with pre-established standards for precision, thoroughness, and expense.

In other words, staff development improves and motivates workers at the University of Cape Coast and the University of Education, Winneba, even though it should be carried out within

the constraints of available resources. This demonstrates that staff development has a positive effect or significant influence on the performance of the employees within the institutions.

4.6 Research Question Three: What are the factors hindering women’s career development in the public universities in Ghana?

The third research question was to identify the challenges hindering women’s career development in the public universities in Ghana. The results obtained are presented in Table 4.6

Table 4.6: Challenges Hindering Women’s Career Development

	Mean	Std. Deviation
Institutional policies and practices	3.1952	2.81401
Unequal access to resources a	3.1381	1.47547
Gender biases and stereotypes.	3.0524	1.48102
Insufficient representation of women	3.1095	1.46813

Source (field survey, 2023)

From the Table 4.6 a significant majority of the respondent (at mean of 3.1952) indicated that, institutional policies and practices do not adequately support women's career advancement. Women in management positions tend to appreciate the leadership role, and it has been

suggested that the labor market is systematically biased toward one gender over the other (Alfred & Johnson, 2019). According to Kandiko and Croix (2018), women in management roles could use their influence in a different way than males. These gender disparities provide the workforce with a diversified viewpoint. The study of career management examines how people manage their careers within and between businesses, as well as how organizations arrange the professional advancement of their employees. It encompasses how an individual develops their work pattern, decision-making approach, integration of their life roles, expression of their values, and life role self-concepts (Akinwale, Kuye, & Akinwale, 2023). Savela, and O'Brien (2016) contend that research on organizations and management is overwhelmingly conducted from a gender-neutral perspective, but they also note that concerns about this lack of gender awareness are not new.

Furthermore, from the table 4.6 a significant majority of the respondent (at mean of 3.1381) agrees that unequal access to resources and networks makes it difficult for women to navigate career paths. To determine the positions held by women in both academic and administrative hierarchies, Dehghani (2020) performed a study on the proportion of female staff members at Commonwealth universities. Women continue to be notably underrepresented among full-time employees in both the administrative and academic hierarchies. Women are still expected to handle their private lives, care for their homes, and raise their children once they enter the public realm (Omwami, 2021). The feminist perspective had an impact on this study since it aimed to determine the proportion of women in management positions and if they received promotions at the same rate as their female coworkers at public universities.

Additionally, from the table 4.6, a significant majority of the respondent (at mean of 3.1095) asserts that insufficient representation of women in decision-making positions within the

institutions impedes their career growth. According to research, professional advancement for women in management roles across a range of professions is still hampered by several internal impediments (Bringsén and Lindström, 2022; Lee and Shin, 2023; Waddell & Dunn, 2005). Several studies have highlighted a variety of social and organizational constraints that contribute to the underrepresentation of women in senior management (Ayodele & González, 2020; Lee et al., 2023). Women's careers are impacted by the organizational environment, which is defined as the dominant corporate attitudes toward women's professional ability and dedication. It also includes attitudes against women that may create an unwelcoming and demoralizing workplace.

Again, from the table 4.6, a significant majority of the respondent (at mean of 3.0524) asserts Gender biases and stereotypes impact the opportunities available for women's advancement in institutions. According to Redekopp & Huston (2020), the majority of women still feel oppressed and disadvantaged when it comes to their opportunities, needs, and representation in higher education, despite equal opportunity regulations. Governments and institutions have developed plans to increase women's job mobility. Naidoo (2019) also noted that the rate at which women have scaled academic career ladders in these nations is excruciatingly sluggish, despite years of affirmative action and the passage of laws banning discrimination. Therefore, colleges are described by Gobaw (2017) as a hotspot of both vertical and horizontal sex segregation. Aldaihani (2020) added that interventions such as policies, and legal frameworks should also be monitored and utilized to ensure equal representation of males and females at the workplace.

4.7 Chapter Summary

This chapter presented the results from the analysis of the data in accordance with the specific research questions of this study. Data were analyzed by using descriptive analysis of frequency and percentages as well as linear regression analysis was used. A detailed discussion was also provided for each key finding. Findings from the study showed that universities in Ghana predominantly made use of developmental programs. It was also found that the Ghana universities promote female employee's mentorship and coaching programs to enhance their professional growth. Finally, it was found that there was positive significant of staff development on employee performance.



CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This section of the study highlights the conclusion and makes recommendations emerging from the experiential analysis of the outcomes, as well as demonstrating guidelines for the forthcoming study.

5.2 Summary

The study was conducted to assess the influence of training and development on performance of employees in the telecommunication industry precisely Vodafone- Ghana in the central region. Specifically, the study aimed to; (a) ascertain the staff development strategies available to female employees in the public universities in Ghana. (b) examine the effect of staff development on female employee performance in the public universities in Ghana, and (c) establish the factors hindering women's career development in the public universities in Ghana. To achieve these objectives, the study was guided by three research questions, namely; What staff development strategies are available to female employees in the universities in Ghana? What is the effect of staff development on female employee performance in the public universities in Ghana? and What are the factors hindering women's career development in the public universities in Ghana?

Literature review was done on staff development and employee performance. Descriptive survey was used as the research design and the study population was staff of selected public universities in Ghana. A sample size of 210 was obtained from a total population. Questionnaire

was used as the data collection instrument. The study findings were analyzed using SPSS version 24.0. Regression analysis and descriptive statistics (Frequencies, percentages, mean and standard deviation) were used to present the data.

5.3 Findings and Discussions

The study's findings showed that participants agreed that the institutions provide formal training programs specifically designed for female employees. A significant majority of the respondent also indicated that the institutions recognize and reward female employees who actively engage in self-improvement and development. Additionally, they agreed that female employees have access to mentorship and coaching programs to enhance their professional growth

However, a significant majority of the respondent indicated that institutional policies and practices do not adequately support women's career advancement. Similarly, a significant majority of the respondent agrees that unequal access to resources and networks makes it difficult for women to navigate career paths. Again, a substantial majority of the respondent asserts that insufficient representation of women in decision-making positions within the institutions impedes their career growth.

The study's results also showed that employee performance is improved by training and development techniques. Despite the majority of participants agreeing that training and development strategies increase employee confidence while executing their responsibilities after the training, just a few people agreed that employees acquire new knowledge and understanding following training and development. The study's result also showed that training and development techniques boost employee morale, and the majority of participants agreed that these strategies encourage workers to perform better. Participants also agreed that employing training and development initiatives helps staff members within the firm adjust to

new developments. According to the study's findings, participants thought that training improved the quality of the products that employees created and that, as a result, doing so led to employees making fewer mistakes. On the other side, a small minority of interviewees claimed that workers only need a little supervision, particularly after training. The majority of participants agreed that most errors and product defects may be reduced through training and development.

5.4 Conclusion

The majority of tertiary institutions that focus primarily on human resource management comprehend and consider training and development programs as an opportunity to increase organizational productivity and long-term employee performance.

The study's findings suggested that employee performance in their careers is influenced by staff development techniques. Any firm that invests in training and development programs for its employees will undoubtedly see a return on that investment and profit from it. In the coca sector, employees are by far the biggest resource for a company, and most importantly, they are considered human capital. The greater the organizations' investments in them, the greater the performance behaviour that can be expected from them, which can automatically provide the firm with its competitive edge.

The appraisal procedure that comes after training and development strategies is quite important because there can be flaws in the training program. As a result, it's critical to get input if management is to address issues that may need to be evaluated or addressed. Motivating employee development and training programs lead to an improvement in quality because there may be fewer errors. Additionally, effective development programs enable the company to

retain staff that can adequately replace workers who may quit the company or go to other areas. However, personnel are required to conduct personal self-evaluations where they are expected to

5.5 Recommendations

Based on the findings obtained from the study, the following recommendations are made.

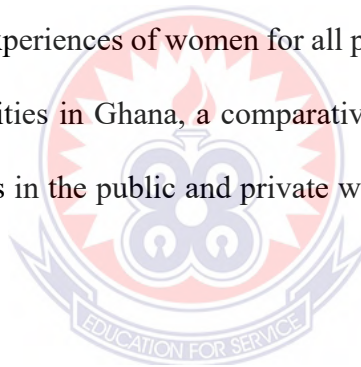
Based on the finding it was revealed that, universities in Ghana predominantly uses the on-the-job training method which is mostly facilitated through job rotation, it is recommended that management should utilize the off-the-job training method as well. Training and development of all staff through workshops, conferences, and seminars should be actively pursued and made mandatory for any company to prosper. As a result, when firms adopt this learning culture, they build performance goals that teach all employees the importance of and value ongoing training and development. They also create a variety of training opportunities for all employees. Once employees are involved in both on-the-job and off-the-job training process, they will be able to understand that they are governed by the policies of the company.

Additionally, from the findings it was discovered that, universities in Ghana conducts training programs occasionally, it is recommended that since the company is in competition with other neighboring countries, it will be prudent to have training sessions more regularly. Universities in Ghana should hold training sessions at least twice a year. As a result, it might take less time for staff to become proficient at their jobs, they might rely less on other staff for guidance or information, increasing their independence and relieving the load on other employees. It might also be much less likely that they will make mistakes that harm the company's reputation, credibility, or finances.

Again, based on the finding it was seen that training and development have a positive effect on employee performance, it is recommended that managers and supervisors take the initiative to help employees grow in a variety of areas so that they can give their all to their assigned work and perform better. To prevent staff from getting bored doing the same thing over and over, this should be done. Management should motivate employees to take advantage of this chance to advance their training and expertise.

5.6 Suggestion for Further Research

This study involved female administrators in in two public universities. It would be interesting to conduct a study on this same topic for the remaining public universities in Ghana so as to make a generalization on the experiences of women for all public universities. In addition, with the increase of private universities in Ghana, a comparative study of the experiences of both male and female administrators in the public and private would broaden the scope of research in tertiary institution.



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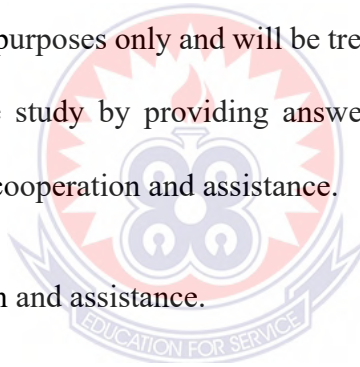


**UNIVERSITY OF EDUCATION, WINNEBA
SCHOOL OF GRADUATE STUDIES-SCHOOL OF BUSINESS
DEPARTMENT OF MANAGEMENT SCIENCES
RESEARCH QUESTIONNAIRE FOR EMPLOYEE**

Dear Respondent,

The researcher is a Master of Business Administration (MBA) student at the University of Education, Winneba (UEW). This questionnaire seeks to collect data on the topic; *factors affecting the development of female administrators in selected public tertiary institutions*. The data will be used for academic purposes only and will be treated with strict confidence. The data will be used for academic purposes only and will be treated with strict confidence. You are requested to participate in the study by providing answers to the items in the sections as indicated. Thank you for your cooperation and assistance.

Thank you for your cooperation and assistance.



PART A

DEMOGRAPHIC INFORMATION

To answer a question, kindly tick [] *in the appropriate box*

1. Gender:

- a. Male () b. Female ()

2. Age:

- a. 15-30 () b. 31- 45 () c. 46-60 () d. 60 and above ()

3. Marital Status

- a. Single () b. Married () c. Separated/Divorced () d. Widowed ()

4. Educational Level:

- a. Diploma () b. Degree () c. Master's () d. PhD () other(s)
specify.....



5. Rank:

- a. Vice Chancellor () b. Pro- Vice-Chancellor () c. Dean () d. Vice-Dean () e. HOD ()
f. Registrar () g. Finance Officer () h. Internal Auditor () i. Librarian () j. Director ()
k. Exams Officer () l. Coordinator () Other (s) specify.....

6. Length of Service:

- a. 1-10 years () b. 11-20 years () c. 21-30 years () d. above 30 ()

7. Department/ Division designated:

- a. Procurement a. () b. Finance () c. Registrar () d. Store () e. Operations () f. HR ()
g. Academics () h. other(s) specify.....

SECTION B

Strategies for Staff Development

The table below shows the responses in the Likert scale, indicating the extent to which you agree with the following: Strongly Disagree (SD=1), Disagree (D=2), Neutral (N=3) Agree (A=4), and Strongly Agree (SA=5).

No.	Items	SD	D	N	A	SA
1	The institutions provide formal training programs specifically designed for female employees.					
2	Female employees have access to mentorship and coaching programs to enhance their professional growth.					
3	The institutions offer opportunities for female employees to attend workshops, seminars, and conferences.					
4	There are flexible work arrangements available to female employees to support their continuous learning.					
5	The institutions provide financial support for female employees to pursue higher education or professional certifications.					
6	Female employees receive regular performance feedback and guidance for improvement.					
7	The institutions promote a culture of continuous learning and skill development among female employees.					
8	Female employees are encouraged to participate in cross-functional projects to broaden their skill sets.					
9	The institutions offer networking opportunities that help female employees connect with industry professionals.					
10	The institutions recognize and reward female employees who actively engage in self-improvement and development.					

SECTION C**Staff Development**

The table below shows the responses in the Likert scale, indicating the extent to which you agree with the following: Strongly Disagree (SD=1), Disagree (D=2), Neutral (N=3) Agree (A=4), and Strongly Agree (SA=5).

No.	Items	SD	D	N	A	SA
1	Staff development programs have a positive impact on the overall job performance of female employees.					
2	Female employees who participate in staff development initiatives demonstrate increased confidence in their roles.					
3	Staff development enhances the problem-solving skills of female employees in their respective areas.					
4	Improved skills and knowledge resulting from staff development lead to higher quality work among female employees.					
5	Staff development contributes to the motivation and job satisfaction of female employees.					
6	Female employees who engage in staff development are more likely to take on leadership roles.					
7	Staff development initiatives help female employees adapt to changes and challenges more effectively.					
8	The acquired skills from staff development positively influence the communication abilities of female employees.					
9	Staff development plays a role in reducing job-related stress and burnout among female employees.					
10	The increased competency of female employees due to staff development leads to greater innovation and creativity.					
11	The institutions offer networking opportunities that help female employees connect with industry professionals.					

SECTION D**Employee Performance**

The table below shows the responses in the Likert scale, indicating the extent to which you agree with the following: Strongly Disagree (SD=1), Disagree (D=2), Neutral (N=3) Agree (A= 4), and Strongly Agree (SA=5).

No.	Items	SD	D	N	A	SA
1	I understand my job responsibilities and expectations clearly					
2	I consistently meet the performance goals and targets set for my role.					
3	My job allows me to use my skills and expertise effectively.					
4	I receive constructive feedback from my supervisor to improve my performance.					
5	I have access to the necessary resources and tools to excel in my job.					
6	I feel supported by my colleagues in accomplishing my tasks and projects.					
7	My workload is reasonable and manageable.					
8	I have opportunities for career advancement within the organization.					
9	My job provides a healthy work-life balance.					
10	I am encouraged to take on leadership roles or responsibilities.					
11	My contributions to the organization are recognized and appreciated.					
12	I receive adequate training and development opportunities to enhance my skills.					
13	The organization values diversity and promotes an inclusive work environment.					
14	I am satisfied with my overall job performance in this organization.					
15	I believe my performance positively contributes to the success of the organization.					

SECTION E

Factors Hindering Women's Career Development

The table below shows the responses in the Likert scale, indicating the extent to which you agree with the following: Strongly Disagree (SD=1), Disagree (D=2), Neutral (N=3) Agree (A= 4), and Strongly Agree (SA=5).

No.	Items	SD	D	N	A	SA
1	Limited access to leadership training and professional development programs hampers women's career growth.					
2	Gender biases and stereotypes impact the opportunities available for women's advancement in institutions.					
3	A lack of mentorship and role models negatively affects women's aspirations for career progression.					
4	Family responsibilities and work-life balance challenges hinder women's ability to focus on career development.					
5	Unequal access to resources and networks makes it difficult for women to navigate career paths.					
6	Institutional policies and practices do not adequately support women's career advancement.					
7	Women face challenges in obtaining necessary skills and qualifications due to limited financial support.					
8	Lack of awareness about available career development opportunities contributes to women's stagnation.					
9	Gender-based discrimination and unequal treatment affect women's confidence to pursue higher roles.					
10	Insufficient representation of women in decision-making positions within the institutions impedes their career growth.					
11	Stereotypes about women's roles and abilities hinder their career progression within the organization.					
12	The lack of mentorship and guidance specifically tailored to women's career development is a hindrance in our workplace.					