

1      Differential Psycho-Social Factors as Predictors of Female  
2      Academics' Career Growth and Leadership Positions in  
3      Universities in South-West Nigeria

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8      **Abstract**

9      Recent studies affirm that academic women are a minority, have slow career growth compared  
10     to their male colleagues and almost invisible in leadership positions, therefore excluded from  
11     power structure. These have been attributed to culture, socialisation, conditioning and  
12     self-perception of the women themselves. However, differential psycho-social factors predicting  
13     female academics' career in Nigerian Universities are yet to be examined. This study,  
14     therefore, affirmed the efficacy or otherwise of differential psycho-social predictors of female  
15     academics' career growth and leadership positions in universities in South-West Nigeria. This  
16     research adopted a descriptive survey research design of the ex-post facto type. Multistage  
17     sampling involving purposive and stratified random techniques were used to select 587  
18     respondents from six Universities in South-West Nigeria. Five hundred and thirty eight  
19     Female Academics from Graduate Assistant to Professor, three hundred male academics,  
20     (senior lecturers) sixty members of appointment and promotion committee participated in the  
21     study. Female Academics Psychological Questionnaire ( $R=0.82$ ), Social Factors Questionnaire  
22     ( $R=0.87$ ), Female Academics Career Growth Questionnaire ( $R=0.79$ ) and Female Academics  
23     Leadership Questionnaire ( $r=0.84$ ) were used for data collection. Twelve research questions  
24     were answered. Data were analysed using multiple regression.

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26      *Index terms—*

27      **1      Introduction**

28      he advent of colonisation and the introduction of western education and western social values, brought education  
29     that was modeled predominantly towards the mental development of boys and men; this was evidenced by the  
30     number of boys' schools. There were established during this era and the enrolment figures of boys, compared  
31     to girls (Uwaezuoke and ??zeh, 2008) Girls' secondary schools came after serious agitations, and when it did,  
32     parents were already sceptical about sending their girls to school (Anugwom, 2009). Also, the work establishment  
33     created by these institutions, such as Civil Service, Boat Industries, Churches and Schools were almost exclusively  
34     open to men only (Nka, 1974; ??uga, 1999).

35      Aside from psychological factors of self-esteem and self-efficacy influencing the career growth of women, Colletti,  
36     Mulholland, and Sonnad (2000) found social and family issues to be (a) major concern for both male and female  
37     academic surgeons. However, both men and women report differences in the conflict between family and career  
38     responsibilities and perceptions of balancing those responsibilities for men and women. Two thirds of both men  
39     and women reported that the demands of their surgical faculty position adversely affect their relationships with  
40     spouses. Men reported a slightly higher tendency to miss family activities because of job demands, while women  
41     were significantly more likely to miss work activities because of family responsibilities.

## 2 A) STATEMENT OF THE PROBLEM

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42 In addition, women have been known to be care givers. This is why they have excelled in careers like Nursing,  
43 Secretarial profession, and teaching at lower levels. Studies have also affirmed that they give support to their  
44 spouses, children and significant others (Aryee, 1992; ??remu, 1999; Buckingham and Coffman, 1999; James,  
45 2002; Okonweze, 2005; Oluwole, Hammed, and Hal. Awaebi, 2010), but women themselves lack the necessary  
46 support that may be required to foster the growth they need in their different careers and life's endeavours (Biernat  
47 and Wortman, 1990; Chovwen, 2004; Oti and Oyelude, 2006). Oti and Oyelude, (2006) found work/home conflict  
48 to be a strong determinant of female academics' career path to leadership. They found that the career mobility  
49 of their respondents were slower during the 1 st five years of marriage; then they began to have full concentration  
50 as their children matured. Scott and King (1985) found that spousal support is a predictor of whether female  
51 college students will return to school, while Cutrona and Suhr, (1994); Derlega, Barbee, and Winstead, (1994)  
52 found that lack of social support is a predictor of negative outcomes, including absenteeism, burnout, depression  
53 and anxiety. Harris, ??inskowski and Enghahl (2007) found perceived spousal support, workplace social support  
54 to predict job satisfaction, and job tenure.

55 Other studies found that apart from spousal and work place support, women have been known to also receive  
56 support from parents, teachers and significant others. ??atz's (2002) study found that mothers were the most  
57 critical influence for developing leadership in their daughters during their upbringings. Contrary to Matz's  
58 finding, fathers, relatives, teachers, and peers were also influential for girls and young women in the development  
59 of leadership competencies ??Madsen, 2006).

60 Two studies by ??olleagues (2000, 2003) examined the administrative job satisfaction at both public and  
61 private Universities. Their collective findings reported job insecurity, stress, and pressure as having a significant  
62 negative impact on overall satisfaction, while teamwork, recognition, advancement, feelings of independence,  
63 social and professional relationships with colleagues and supervisors had a significant positive impact on overall  
64 satisfaction.

65 In a study investigating the use of four-frame organisational climate leadership behaviours of department  
66 chairpersons in nursing programs and their relationships to the organisational climate as perceived by faculty,  
67 Mosser and Walls ??2002) found that all four frame-related behaviours correlated positively with organisational  
68 climate-related items such as faculty support, social-needs satisfaction, and supervision. On the other hand, all  
69 four frames negatively correlated with disengagement or fractionalisation within the faculty.

70 Furthermore, chairpersons were perceived by faculty as emphasizing faculty support, social-needs satisfaction,  
71 and supervision at significantly higher levels than chairpersons using a single or no frame. Faculty who perceived  
72 chairpersons as using no frame reported higher levels of disengagement within the climate (department). This  
73 research in contrast, employed the three frame factors of fairness, work climate and inclusion to measure the  
74 career growth and leadership of academic women from the perception of appointments and promotions committee  
75 members.

76 Patriarchy as a climate condition in Universities: Scholars in the UK, the USA, Australia and Canada have  
77 carried out several studies on women in higher education in which they have addressed the issues of paucity of  
78 women in senior academic positions. In analysing the factors that prevent women from reaching the apex of the  
79 academic career, metaphors of "glass ceiling" (Hansard Society, 1990; Davidson and Cooper, 1992; Hede, 1994),  
80 "brick wall" (Bacchi 1993), "stone floor" (Heward, 1994), "blocked pipeline (Keohane, 2003), and "maternal wall"  
81 (Williams, 2004) have been used. For instance, Luke (1998, p.36) says glass-ceiling barriers are: ?The transparent  
82 cultural, organisational, and attitudinal barriers that maintain horizontal sex segregation in organizations?  
83 [which] share certain structural features across cultural and institutional contexts such as the concentration of  
84 power and authority among male elites, concepts of merit, career, and success based on male experience and life  
85 trajectories, and social and institutional practices that reproduce culturally dominant forms of patriarchy? women  
86 [therefore] look up the occupational ladder and get a clear vision of the top rungs but they can't always clearly  
87 see where they will encounter invisible obstacles. (p. 36) Luke (2001; ??, 6) further observes that despite years  
88 of affirmative action and the passing of statutes outlawing sexual discrimination (USA and UK in 1972; Australia  
89 in 1984), "the rate at which women have ascended academic career ladders in these countries is maddeningly  
90 slow". Women in the United Kingdom constitute 7-8 percent of the professoriate, in Ireland just over 5 percent,  
91 in the United States 16 percent of those with full professorial status and in Finland 18 percent (O'Connor 2000).  
92 Luke (2001; p. 10) thus refers to universities as "a hotbed of both vertical and horizontal sex segregation."

93 In a study, Forster (2001) reports on the views that female academics have about their career prospects,  
94 growth, equal opportunities and the conflicts they experience between their work and personal lives in one UK  
95 University. The university in question has formal equal opportunities policies, and gender monitoring systems in  
96 place. However, very few women have progressed into senior academic roles. They continue to be handicapped by  
97 well-ingrained structural and cultural barriers and by promotion systems that still largely rely on the publication  
98 records of candidates for appointments and promotions. Some of the women interviewed reported that they had  
99 opted to put their careers on hold because of domestic and family responsibilities. A few have resigned themselves  
100 to never achieving senior positions because of these commitments. The study observes that the trend may have  
101 a negative impact on recruiting women graduates into careers in higher education in the future.

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## 102 **2 a) Statement of the Problem**

103 This study explored the predictive nature of psychological variables (self-esteem and self-efficacy) and social  
104 variables (spousal and academic men collegial support, academic men attitude towards women and parental  
105 influence); on female academics' career growth and leadership position.

## 106 **3 II.**

### 107 **4 Research Question 2**

108 What is the composite effect of psychological variables: self-esteem and self-efficacy on female academics  
109 leadership position?

### 110 **5 Research Question 3**

111 What is the relative contribution of self-esteem and self-efficacy to female academics' career growth?  
112 Research ??uestion 4 What is the relative contribution of psychological factors: self-esteem and self-efficacy  
113 on female academics' leadership position?

### 114 **6 Research Question 5**

115 To what extent would psychological variables of self-esteem and self-efficacy predict female academics' career  
116 growth?

117 Research ??uestion 6 To what extent would psychological variables of selfesteem and self-efficacy predict female  
118 academics' leadership position?

### 119 **7 Research Question 7**

120 What is the composite effect of the social variables: parental influence, spousal and academic men collegial  
121 support and attitudes towards women on female academics' career growth?

122 Research ??uestion 8 What is the composite effect of the social factors: parental influence, spousal and  
123 academic men collegial support and academic men attitudes towards women to female academics' leadership  
124 position?

125 Research ??uestion 9 What are the relative contributions of parental influence, spousal and academic men  
126 collegial support and academic men attitudes towards women on female academics' career growth?

### 127 **8 Research Question 10**

128 What are the relative contributions of the social factors: parental influence, spousal and collegial support and  
129 attitudes towards women on female academics' leadership position?

130 Research ??uestion 11 To what extent would social variables of parental influence, spousal and academic men  
131 collegial support and academic men attitudes towards women predict female academics' career growth?

### 132 **9 Research Question 12**

133 To what extent would social variables parental influence, spousal and academic men collegial support and  
134 academic men attitudes towards women predict female academics' leadership position?

135 III.

### 136 **10 Methodology**

137 This study adopted a descriptive research design of the ex-post facto type. This was considered appropriate for  
138 the study because the researcher did not manipulate any of the variables in the study. Closeended questionnaires  
139 were constructed to elicit responses from female academics, male academics as well as members of Appointments  
140 and Promotions Committees in each university.

141 The population of study included female academics from graduate assistants to professors in six universities  
142 from South-western Nigeria, senior academic men and members of appointments and promotions committees.

143 A multi stage sampling technique was employed for the study. The first stage involved the listing of all approved  
144 universities in Nigeria. The second stage was the extraction and stratification of Universities in South-Western  
145 part of the country. Purposive technique was employed in the selection of six oldest universities in each State  
146 of the South-western Nigeria. This was under the assumption that they will have adequate number of academic  
147 women needed for the sample. Incidentally, the oldest Universities in the region are four federal and two state  
148 universities out of five federal and nine state universities in the southwest as at the time of data collection, this  
149 represents 45 per cent of the University population. Purposive sampling was used to select academic women; being  
150 the major focus of the study. However, in each of the Universities, stratified random technique was employed in  
151 the selection of respondents. List of names of academic staff, their faculties and departments were obtained from  
152 the registrars' offices. The names of those qualified to be involved in the study were extracted and wrapped in  
153 ballot papers, then the ballots selected at random, giving equal opportunity to everyone to be selected. Those  
154 whose names were picked participated in the study.

## 19 RESEARCH QUESTION 5

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155 Five hundred and eighty seven samples (587) were selected. However, five hundred and eleven (511)  
156 questionnaires were returned and analysed for the female academics. Three hundred male academics from senior  
157 lecturer to professor were disproportionately selected (fifty from each university) under the assumption that they  
158 are colleagues of academic women. Ten members of the Appointment and Promotion Committee from each  
159 university were purposively selected, because appointment and promotion are key determinants of career growth.

## 160 11 IV.

## 161 12 Research Instruments

162 Four research instruments with 149 questions were used to collect data for the study. They were: In-depth  
163 Interview Guide was developed by the researcher after reading literature on ethnographic and qualitative studies  
164 on women's career and leadership experience (Alele-Williams, 1993; Chesterman, 2003; Chovwen, 2004; ??adsen,  
165 2006). These comprise Section A, fifteen demographic information, Section B, thirty (30) open-ended statements  
166 which were administered on female professors. Items covered and elicited responses on key variables of the study:  
167 psychological, and social Items. should be social items that were originally constructed were forty (40), after it  
168 went through face, content and construct validity, all ambiguity were removed.

169 Responses were obtained through verbal interviews with each selected subject. All interviews were recorded  
170 with the use of digital audio tape, which were later transcribed. Demographic information was analysed using  
171 descriptive statistics. All interview phrases and statements were grouped thematically and numeric values were  
172 allocated to primary themes that emerged from the classifications. These values were then merged and scored by  
173 simple percentages and frequency counts. Statements that were considered as key and significant to the findings  
174 were quoted verbatim. Reliability Coefficient was obtained using Cronbach alpha. Psychological (R=0.82), Social  
175 (R=0.87), Career Growth (R=0.79) and Academic Leadership Questionnaires (r=0.84). Data were analysed using  
176 multiple regression. These were complemented with indepth interviews with 27 Female Professors; qualitative  
177 data were analysed using quasi-statistics. These are further explained under Data Analysis below.

178 V.

## 179 13 Data Analysis

180 Quantitative data were analysed using multiple regression.

## 181 14 VI.

## 182 15 Result

## 183 16 Research Question 1

184 What is the composite effect of psychological variables: self-esteem and self-efficacy to female academics' career  
185 growth? shows that female academics' selfesteem has a relationship which is negative, very weak but not  
186 significant with their career growth ( $r = -.022$ ;  $p > .05$ ). However, self-efficacy of women academics has a positive,  
187 weak and significant relationship with their career growth ( $r = .300$ ;  $p < .05$ ). From this, while self-esteem could  
188 increase without a corresponding improvement in career growth, an improvement in selfefficacy could enhance  
189 career growth of female academics. Further, Table 2 deals with the composite effect of the two factors on career  
190 growth. 3 shows that the R value of .301 is significant ( $F = 25.389$ ;  $P < .05$ ). Hence, the observed composite effect  
191 of the two psychological factors: selfesteem and self-efficacy on career growth did not occur by mere chance.

## 192 17 Research Question 2

193 What is the composite effect of psychological variables: self-esteem and self-efficacy on female academics  
194 leadership position? They also explained the variations in female academics' leadership position to the tune  
195 of 9.7 per cent ( $R^2 = .097$ ). Hence, the remaining 90.3 per cent is due to other factors and residuals. This  
196 composite effect is tested for significance on Table 6.

## 197 18 Research Question 3

198 What is the relative contribution of self-esteem and selfefficacy to female academics' career growth?

## 199 19 Research Question 5

200 To what extent would psychological variables of self-esteem and self-efficacy predict female academics' career  
201 growth?

202 Table 7 shows that only self-efficacy could not predict female academics' career growth ( $B = .432$ ;  $p < .05$ ).  
203 Self-esteem could not predict the dependent variable ( $B = -.305E-02$ ;  $p > .05$ ).

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## 204 **20 Research Question 6**

205 To what extent would psychological variables of self-esteem and self-efficacy predict female academics' leadership  
206 position?

207 From Table 8, both psychological factors: selfesteem ( $B=.186$ ;  $p<.05$ ) and self-efficacy ( $B=.408$ ;  $p<.05$ )  
208 could predict female academics' leadership positions. To complement the quantitative results, are findings and  
209 statements salient to the variables of the study

## 210 **21 Research Question 7**

211 What is the composite effect of the social variables: parental influence, spousal and academic men collegial  
212 support and attitudes towards women on female academics' career growth? Table 10 shows that the four social  
213 factors: parental influence, spousal support, academic men collegial support, and academic men attitudes towards  
214 women jointly correlate positively with career growth ( $R=.260$ ). The R square value of .068 also shows that 6.8  
215 per cent of the variance in career growth is due to the four social factors leaving the remaining 93.2 per cent  
216 to other factors and residuals. The significance of the R-value is determined using Table 10. Table 11 shows that the  
217 composite effect of the social factors as indicated by the R-value of .260 is significant ( $F=9.208$ ,  $P<.05$ ). Hence,  
218 the R value is not due to chance.

## 219 **22 Research Question 8**

220 What is the composite effect of the social factors: parental influence, spousal and academic men collegial support  
221 and academic men attitudes towards women to female academics' leadership position? As shown in Table 12,  
222 parental influence has a negative, weak, significant relationship with female academics' leadership position ( $r=-.376$ ;  
223  $p<.05$ ) spousal support has a weak, positive relationship which is also significant ( $r=.217$ ;  $p<.05$ ); academic  
224 men collegial support has a negative, weak and not significant relationship ( $r=-.072$ ;  $p>.05$ ) and academic men  
225 attitude towards women has a positive, weak and not significant relationship with women's leadership position  
226 ( $r=.018$ ;  $p>.05$ ). The composite effect is presented in Table 13. Table 13 shows that the four social factors:  
227 parental influence, spousal and academic men collegial support and academic men attitudes towards women have  
228 positive multiple relationship with female academics' leadership position ( $R = .480$ ). Also, the R square value of  
229 .230 indicates that they could explain 23.0 per cent of the variance in leadership positions. The remaining 77.0  
230 per cent is due to other factors and residuals. This composite effect is tested for significance on Table 14. From  
231 Table 13, the R-value of .480 obtained is significant. Hence, the social factors have significant composite effect  
232 on female academics leadership positions.

## 233 **23 Research Question 9**

234 What are the relative contributions of parental influence, spousal and academic men collegial support and  
235 academic men attitudes towards women on female academics' career growth? Table 15 shows that parental influence  
236 made the greatest contribution to female academics' career growth ( $\beta=.197$ ;  $P<.05$ ). This is a significant  
237 contribution. Spousal support is next with a decreasing magnitude ( $\beta=.183$ ;  $P<.05$ ). This is also a significant  
238 contribution. The third on the list is the contribution of academic men attitudes towards women ( $\beta=.078$ ;  $p>.05$ )  
239 while the lowest contribution is that made by academic men collegial support ( $\beta=.016$ ;  $p>.05$ ).

240 Evidently, the last two factors made no significant contributions to female academics' career growth.

## 241 **24 Research Question 10**

242 What are the relative contributions of the social factors: parental influence, spousal and collegial support and  
243 attitudes towards women on female academics' leadership position?

## 244 **25 Research Question 12**

245 To what extent would social variables parental influence, spousal and academic men collegial support and  
246 academic men attitudes towards women predict female academics' leadership position?

247 Table 16 shows that all the four social factors could independently predict female academics' leadership  
248 position. These are: academic men attitude towards women ( $B=.947$ ;  $t=3.755$ ;  $P<.05$ ), academic men collegial  
249 support ( $B=-1.080$ ;  $t=-3.648$ ;  $P<.05$ ), parental influence ( $B=-.220$ ;  $t=-9.050$ ;  $p<.05$ ) and spousal support  
250 ( $B=-.191$ ;  $t=6.343$ ;  $p<.05$ ).

## 251 **26 VII.**

## 252 **27 Discussion, Implications and Recommendations**

253 The result of the findings on the research questions 1 to 6 academics' self-esteem is not as important to their  
254 career growth ( $r=-.022$ ;  $p>.05$ ) as self-efficacy ( $r=.300$ ;  $p<.05$ ) is. This is because while self-esteem could increase  
255 without a corresponding improvement in career growth, an improvement in selfefficacy could enhance career  
256 growth of female academics. While this present study has found selfesteem to have a negative relationship with  
257 academic women's career growth, self-efficacy has a positive significant relationship with both their career growth

## 27 DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

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258 and leadership position. Other studies, while using subjects other than female academics found self-esteem to  
259 influence job tenure ??Hackett, 1983), job satisfaction ??Bandura, 1997; ??ewin, 2006), work experience (Matsui,  
260 Ikeda, & Ohnishi, 1989; Madsen, 2006), career choice and aspiration, especially in male dominated careers. None  
261 of the studies examined the influence of selfesteem and self-efficacy on academic women's career growth.

262 Further, self-esteem and self-efficacy correlate positively with women academics' career growth ( $R=.301$ ).  
263 This means these factors could explain career growth to a meaningful extent. Also, the R square value of .091  
264 indicated that 9.1 per cent of the total variance in the women academics' career growth is accounted for by  
265 these two psychological factors while the remaining 90.9 per cent is due to other factors and residuals. This  
266 finding of both variables correlating with academic women's career growth is in agreement with the findings of  
267 ??Hackett, 1985; ??rinosh, 2005), who found selfefficacy to correlate with performance, achievement and gender  
268 in mathematical cognition. Also, Oyèyemí (2001) and Irikefe-Onoriode (1998) found self-efficacy to correlate  
269 with career success of migrations of physical therapists professionals, who move from developing to developed  
270 countries.

271 The results obtained show that female academics' self-esteem ( $r=156$ ;  $p<.05$ ) and selfefficacy ( $r= .272$ ;  $p<.05$ )  
272 have positive, and significant relationship with female academics leadership position.

273 To this end, the two variables have the tendency to contribute to the improvement of female academic's  
274 leadership positions. They also explained the variations in female academics' leadership position to the tune of  
275 9.7 per cent ( $R$  square = .097). Hence, the remaining 90.3 per cent is due to other factors and residuals. This  
276 finding is consistent with those of Chovwen (2004) and Boatwright, Egidio and Kalamazoo (2003) who found  
277 both variables to correlate with leadership aspiration of women, though their subjects were female executives in  
278 the industries and college students.

279 Moreover, the finding of this study is in agreement with the theory of Kanter (1977), reiterated the effect of  
280 absolute numbers, where a particular race or gender is the dominant number. The minority may exhibit negative  
281 self-evaluation and low self-esteem. Here, male academics are the absolute numbers and female academics the  
282 minority, though Kanter's theory was tested in a mono-racial setting; results have proven to be consistent.

283 Research Questions 3 and 4 show that selfefficacy made a greater contribution ( $?=.301$ ;  $P<.05$ ) than self-esteem  
284 ( $?= 0.26$ ;  $P>.05$ ) to career growth. While the contribution of self-efficacy is significant, that of self-esteem is not.  
285 Self-efficacy also made a greater contribution to female academics' leadership position ( $?=.270$ ;  $P<.05$ ) than self-  
286 esteem ( $?=.152$ ;  $p<.05$ ), however, both variables made significant relative contributions to leadership position.  
287 This reveals that academic women need high self-efficacy to grow in their career and attain leadership position;  
288 they also require high self-esteem to attain leadership positions. Previous studies did not examine the contributory  
289 effects the independent variables have on female academics career growth and leadership position. Rather,  
290 Wheeler (1983) asserted that although self-efficacy beliefs contribute more heavily to occupational preferences  
291 than beliefs about the benefits attainable by different pursuits, women base their occupational preferences more  
292 heavily on their perceived efficacy than on the potential benefits that the vocations yield. The above findings  
293 is related to those of ??Tobias, 1978;1990; ??are, Steckler, and Leserman, 1985; ??eltz, 1990) which concluded  
294 that lack of self-confidence, self doubts, fear of failure, and mathematics anxiety, all coupled with an unfriendly  
295 masculine culture, contribute to women's lack of success and perceived impaired career growth.

296 Research Questions 5 and 6 reveal that only self-efficacy predicted female academics' career growth ( $B=.432$ ;  
297  $p< .05$ ). Self-esteem did not ( $B=-3.05E-02$ ;  $p.05$ ). However, both self-esteem ( $B=.186$ ;  $p<.05$ ) and self-efficacy  
298 ( $=.408$ ;  $p<.05$ ) predicted female academics' leadership positions. This is a slight departure from the findings of  
299 Chovwen (2004) who found both variables to predict women's career growth, although her subjects were female  
300 executives in industries.

301 Research questions 8 to 12, showed that parental influence has a negative, weak, relationship which is significant  
302 with career growth ( $r= -.175$ ;  $p < .05$ ). Spousal support has a positive, weak but significant relationship with  
303 the dependant measure ( $r= .162$ ;  $p<.05$ ). This finding is consistent with the findings of (Biernat and Wortman,  
304 1990; Chovwen, 2004;Oti and Oyelude, 2006) who reiterated that work/home conflict is a major challenge faced  
305 by career women aspiring to leadership.

306 Moreover, both academic men collegial support ( $r= .028$ ;  $p>.05$ ) and academic men attitude towards women  
307 ( $r= .054$ ;  $p>.05$ ) have very weak positive relationship which are not significant to career growth. This finding  
308 is contrary to the submissions of earlier that found collegial support to be significant with career satisfaction,  
309 retention and tenure of women (Grant, Kennelly and Ward, 2000; O'Laughlin and Bischoff, 2005; Young and  
310 Wright, 2001). The four social factors: parental influence, spousal support, academic men collegial support,  
311 and academic men attitudes towards women jointly correlate positively with female academics' career growth  
312 ( $R=.260$ ). Parental influence has a negative, weak, significant relationship with female academics' leadership  
313 position ( $r=-.376$ ;  $p<.05$ ), this result corroborate that of ??adsen, 2006. Spousal support has a weak, positive  
314 relationship which is also significant ( $r= .217$ ;  $p<.05$ ); academic men collegial support has a negative, weak and  
315 not significant relationship ( $r=-.072$ ;  $p>.05$ ).

316 which was complimented by the qualitative part of this study. Some of the women agreed that a woman who  
317 does not have the support of her husband is being given a choice between the home and her career. Academic men  
318 attitude towards women has a positive, weak and not significant relationship with women's leadership position  
319 ( $r=.018$ ;  $p>.05$ ). The composite effect shows that the four mentioned social factors have positive multiple  
320 relationship with female academics' leadership position ( $R = .480$ ).

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321 Research question 9 and 10 show that parental influence made the greatest contribution to female academics' career growth ( $=.197$ ;  $P<.05$ ). This is a significant contribution. Spousal support is next with a decreasing magnitude ( $=.183$ ;  $P<.05$ ). This is also a significant contribution. The third on the list is the contribution of academic men attitudes towards women ( $=.078$ ;  $p>.05$ ) while the lowest contribution is that made by academic men collegial support ( $=.016$ ;  $p>.05$ ). Although past studies found collegial support mentoring and career shadowing to be rewarding, and determinants of job satisfaction and leadership especially for junior female academics, (Eliason, Berggren and Bondestam, 2000; Oti and Oyelude, 2006) this study is a departure from earlier findings. This may be due to the fact that collegial support in this study is narrowed down to male academics alone.

330 Academic men attitude towards women made the greatest contribution to leadership position ( $=.428$ ;  $p>.05$ ) though not significant, findings from qualitative aspect confirms this contribution. The women pointed out that 331 the attitudes of male colleagues and even some senior female colleagues are not encouraging and detrimental to 332 their attainment of leadership, this is corroborated by the work of Hammond et, al. ??1993) It is pertinent to 333 note that though academic men attitude towards women and academic men collegial support did not predict 334 female academics' leadership position, the qualitative discussion is to the contrary as the women reiterated 335 the importance of having the support of the male counterparts to get to elective positions. Looking at the 336 quantitative result from another angle, these two variables (academic men attitude towards women and academic 337 men collegial support) were not significant because with or without the support or egalitarian attitude of male 338 colleagues; women could still grow to attain leadership as long as it is not an elective position.

340 Global conventions, research, and changing cultures have affirmed the importance of women in nation-building. 341 The participation of women as academic staff of Nigerian universities (especially in the south west, which is known 342 for educational advancement in Nigeria) shows that there is positive change in culture and socialization which 343 had repressed and denied women western education and white collar careers outside the home for decades.

344 The following recommendations were arrived at based on the findings of the study: 1. Positive self-concept is an 345 important factor for career growth of women, especially women in academics. Notably, out of the two self-concept 346 factors that were reviewed in this study, self-efficacy is a more important predictor of the career and leadership 347 experience of women. Therefore, career women and those aspiring have to do everything possible to build their 348 efficacy in the areas of their individual careers. In academics, women have to build capacity in the following areas: 349 a) Mastery of research; b) Mastery of publications and where to publish for acceptability by assessors. c) How to 350 write scholarly papers; d) Emotional intelligence-positive relationship with colleagues, superiors and subordinates. 351 It is not enough to just write papers, human and social capital must be built among colleagues. 2. It is important 352 and imperative for women to attend workshops and seminars that can boost their personal and career efficacy, 353 so as to be better positioned for responsibilities. 3. Also, women must overcome personal limitations, have some 354 degree of social support and have a determination to overcome cultural and institutional climate barriers. 4. The 355 university system can help women come out of the web of low self-efficacy by organising gender specific seminars 356 for women in academic leadership and aspiring just as it is done in universities in Australia, United Kingdom and 357 South Africa, this is with the background knowledge that the socialisation of women is not consistent with the 358 demands of academics which encourages competition, assertiveness and arguments. Women have been socialised 359 to be passive, not to argue and not to compete for things or positions. This will help to re-orientate them and 360 position them better for the challenges of academics. 5. The career and leadership seminars can be extended to 361 include secondary school students and female undergraduates, in order to refocus them early and harness their 362 potentials for the benefit of the university and society as a whole. 6. It is important for academic women to 363 get the support of their husbands if they must make unhindered progress and attain leadership positions in their 364 careers. 7. It has become imperative for husbands of career women to lend support to their wives, whether 365 emotional, empathetic, physical, financial or otherwise, considering the many roles women play in the home and 366 society in general. Women who do not have this support have been found to spend longer time in career mobility, 367 lack concentration or end their marriage in order to grow and reach the apex of their careers. Men should realise 368 that whatever progress a woman makes should be a thing of pride to them; after all Nigerian women answer 369 to their husbands' last names. 8. Parents should pay attention to the development of their children, especially 370 girls, this is because their influence is far reaching. It spans beyond their formative years, right through their 371 career-making decisions, career choice and influencing their work ethics. 9. The values parents put in their 372 children have been found to be very influential in their adult years, values such as honesty, punctuality, hard 373 work, discipline and trust. 10. It was found that many of the respondents were grateful that in spite of all 374 odds, their parents could send them to school even at the time that it was not fashionable to invest in the 375 education of girls. It is recommended that parents invest not only in the education of their girls but also show 376 them love and, acceptance. They should endeavour to complement their effort when necessary. These are very 377 important for developing positive self-esteem that female academics require to cope and adjust with working 378 in a male dominated environment. 11. The implication of this study is that career academic women still have 379 obstacles confronting growth and advancement to their career. Positive self-esteem and self-efficacy are germane 380 to academic women career behaviour and intelligence. Furthermore, if career academic women do not have the 381 support of their husbands, they may grow in their career, but may not occupy leadership position. Parents who 382 do not assert their children, especially the girl-child are not likely to turn out girls with positive self-esteem.

## 27 DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

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383 Although attitude towards women is not a factor in promotion, but it is a major factor <sup>1</sup> a woman is seeking elective position.

1

Statistic	Variable	N=511		
		Career Growth	Self-esteem	Self-efficacy
Pearson Correlation	Career Growth	1.000	-.022	.300
	Self-esteem	-.022	1.000	.014
	Self-efficacy	.300	.014	1.000
Sig. (1-tailed)	Career Growth	.	.310	.000
	Self-esteem	.310	.	.374
	Self-efficacy	.000	.374	.

[Note: \*Significant at  $P < 0.05$  Table .1:]

Figure 1: Table 1 :

2

Psychological Variables and Career Growth

R

R Square

Adjusted R

Std. Error

Square of the

Estimate

.301 a

.091

.087

7.6286

From Table .2, the two psychological factors:

self-esteem and self-efficacy correlate positively with female academics' career growth ( $R=.301$ ). This means these factors could explain career growth to a meaningful extent.

Figure 2: Table 2 :

384

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<sup>1</sup>Differential Psycho-Social Factors as Predictors of Female Academics' Career Growth and Leadership Positions in Universities in South-West Nigeria

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**3**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2954.965	2	1477.482	25.389	.000*
Residual	29563.004	508	58.195		
Total	32517.969	510			
Table					

Figure 3: Table 3 :

**4**

Statistic	Variables	N=511		
		Leadership	Self-esteem	Self-efficacy
Pearson Correlation	Leadership	1.000	.156	.272
	Position	.156*	1.000	.014
	Self-esteem	.272*	.014	1.000
	Self-efficacy			
Sig. (1-tailed)	Leadership	.	.000	.000
	Position	.000	.	.374
	Self-esteem	.000	.374	.
	Self-efficacy			

\*Significant at  $P < .05$

Table 4 shows that female academics' self-esteem ( $r=.156$ ;  $p<.05$ ) and self-efficacy ( $r= .272$ ;  $p<.05$ ) have positive, weak and significant relationship with female academics leadership position. To this end, the two variables have the tendency to contribute to the

Figure 4: Table 4 :

## 27 DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

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5

R	Factors on Leadership Position			
	R Square	Adjusted R Square	Standardized Error	of the Estimate
.312 a	.097	.094	8.0001	

Table .5 further shows that the two psychological variables: self-esteem and self-efficacy correlate positively with leadership position (R=.312).

Figure 5: Table 5 :

6

Model	Factors and Leadership Positions			
	Sum of Squares	Df	Mean Square	Sig.
Regression	3500.959	2	1750.472	.351 .000*
Residual	32512.845	508	64.002	
Total	36013.804	510		

\*Significant at P < .05

From Table 6, the composite effect of the two psychological variables: self-esteem and self-efficacy is significant on female academics' leadership positions (F= 27.351; p< .05).

Figure 6: Table 6 :

7

Psychological Factors		Unstandardised Coefficients		Standardised Coefficients	Rank	t	Sig.
		B	Std. Error	Beta			
(Constant)	Self-esteem	25.274	-3.05E-02	2.536	.026	.301	2 nd 9.965 .000
	Self-efficacy	.432		.049			1 st -.620 .535
				.061			7.107 .000*

\*Significant at P < .05

Figure 7: Table 7 :

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7

Research Question 4

What

psychological factors: self-esteem and self-efficacy to  
female academics' leadership position?

is the relative contribution

Figure 8: Table 7

8

Psychological  
Factors

(Constant) Self-esteem Self-efficacy

	Unstandardised Coefficients		Standard Coefficients Beta	R <sub>std</sub>	T	Sig.
	B	Std. Er- ror				
(Constant)	20.335	2.660	.152	2	7.646	.000
Self-esteem	.186	.052	.270	nd	3.609	.000
Self-efficacy	.408	.064	1	6.403	.000	st

\*Significant at  $P < .05$

Table 8 shows that self-efficacy made a greater  
contribution to female academics' leadership position  
( $=.270$ ;  $P < .05$ ) than self-esteem ( $=.152$ ;  $p < .05$ ).

Both variables made significant relative contributions to  
the dependent measure.

Figure 9: Table 8 :

## 27 DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

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9

	Career	Parental	Spousal	Academ	Academic
	Growth	Influence	Support	men	men
			men	Attitude	Attitude
Pearson Correlation					
Career Growth	1.000	-.175	.162	.028	.054
Parental Influence	-	1.000	.110	.136	.050
		.175*			
Spousal Support		.162*	.110	1.000	-
					.005
					.013
Academic men Collegial Support		.028	.136	-	1.000
					.936
					.013
Academic men Attitude Towards					
Women		.054	.050	.005	.936
Sig.					1.000
(1-tailed)					
Career Growth		.	.000	.000	.263
Parental Influence		.000	.	.006	.001
Spousal Support		.000	.006	.	.388
Academic men Collegial Support		.263	.001	.388	.
Academic men attitude Towards					.000
Women		.111	.129	.452	.
Significant at P < .05.					

From Table .9, parental influence has a negative and weak relationship which is significant with career growth ( $r = -.175$ ;  $p < .05$ ). The Table also shows that spousal support has a positive, weak but significant relationship with the dependant measure ( $r = .162$ ;  $p < .05$ ). However, both academic men collegial support ( $r = .028$ ;  $p > .05$ ) and academic men attitude towards women ( $r = .054$ ;  $p > .05$ ) have very weak positive relationship which are not significant with career growth.

To determine the composite effect of the variables on career growth, Table 10 is pr

Figure 10: Table 9 :

10

and Career Growth		Adjusted R Square	Std. Error of the Estimate
R	R Square		
.260	.068	.060	7.7398

[Note: \*Significant at  $P < .05$ ]

Figure 11: Table 10 :

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**11**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2206.333	4	551.583	9.208	.000*
Residual	30311.636	506	59.904		
Total	32517.969	510			

\*Significant at  $P < .05$

Table

Figure 12: Table 11 :

**12**

	Career Growth	Parental Influence	Spousal Support	Academic men	Academic men Attitude
				Collegial Support	Towards Women
Pearson Correlation					
Leadership Position	1.000	-.376	.217	-.072	.018
Parental Influence	-.376*	1.000	.110	.136	.050
Spousal Support	.217*	.110	1.000	-.013	.005
Academic Support	menCollegial072	.136	-.013	1.000	.936
Academic Towards Women	menAttitud018	.050	.005	.936	1.000
Sig. (1-tailed)					
Leadership Position	.	.000	.000	.053	.339
Parental Influence	.000	.	.006	.001	.129
Spousal Support	.000	.006	.	.388	.452
Academic Support	menCollegial053	.001	.388	.	.000
Academic Towards Women	menAttitud039	.129	.452	.000	.

\*Significant at  $P < .05$

Figure 13: Table 12 :

**13**

and Female Academic's Leadership Positions

R	R Square	Adjusted R Square	Std. Error of the Estimate
.480 a	.230	.224	7.4006

Figure 14: Table 13 :

14

Variables and Academic Women's Leadership Position		Sum of Squares	Df	Mean Square	F	Sig.
Model						
Regression		8300.464	4	2075.116	37.888	.000*
Residual		27713.341	506	54.769		
Total		36013.804	510			

\*Significant at  $P < .05$ .

Figure 15: Table 14 :

15

Social Factors		Unstandardised Coefficients		Standardised Coefficients	
		B	Std. Error	Beta	
(Constant)					
Parental Influence					
Spousal Support					
Academic men					
collegial	.966	-.112	4.774	.197	.183
	.133	-3.92E-	.025	.016	
	02		.032		
			.310		
Support					
Academic					
men					
Towards Women					
*Significant at $P < .05$					
Table					

Figure 16: Table 15 :

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**16**

Social Factors	Unstandardised Coefficients			Standardised Coefficients		
	B	Std. Er- ror	Beta			
(Constant)	42.74	4.565				
Parental Influence	7	.024				
Spousal Support	.220	.030				
Academic men	1.080	.296				
	.191					

Collegial Support  
Academic men .947 .252 .428

Attitude Towards  
Women

\*Significant at  $P < .05$

Table .16 shows that academic men attitude towards women made the greatest contribution to leadership position ( $?=.428$ ;  $p>.05$ ). This is followed by academic men collegial support ( $?=.419$ ;  $p<.05$ ), parental influence ( $?=.368$ ;  $P<.05$ ) and spousal support ( $?=.250$ ;  $p<.05$ ) respectively. All contributions are equally significant.

Research Question 11  
To what extent would socio-parental influence, spousal support and academic men predict female academics' From Table 15, both pare .112;  $t = -4.402$ ;  $p<.05$ ) an

Figure 17: Table 16 :



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