

A STUDY ON MAJOR CAREER
ADVANCEMENT BARRIERS AS PERCEIVED
BY WOMEN EMPLOYEES ASSUMING
ADMINISTRATIVE POSTS AT SOME
SELECTED HIGHER INSTITUTES IN ADDIS
ABABA

By: Tekalign Nega

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Studies of Addis Ababa University in
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Abstract

The objectives of the study were three-folded: to identify major career advancement barriers perceived by women employees at Higher Institutes, to identify similarities and differences between Public Higher Institutes and Private Higher Institutes in relation with perceived major career barriers, and to explore the relationships between the women's demographic characteristics (years of experience and age) and the perceived career barriers. To meet these objectives, this study employed both quantitative study and qualitative interview. The quantitative study used was the Women Career Barrier adapted from CBI-Revised consisting 69 items scored on 10 sub scales to discover the career barriers of 97 respondents selected for Addis Ababa University and Saint Mary's University College (SMUC). Moreover, in-depth interviews were taken place to augment the result with a focus group discussion. To test the significance between average result T test was used to compare the mean result of two categories and one way ANOVA when the categories were more than 2. Correlation analyses were also used to assess the relationship between women's demographic characteristics (Years of experience and age) and the perceived career barriers. The Research identified as major perceived major barriers: Multiple Role Conflict, Conflict between Children and Career Demands, Difficulties with Networking / Socialization, and job market constraint. It also showed that career indecision is strongly negatively correlated with age and moderately negatively correlated with years of experience. A comparative analysis also showed that a significant higher level of perceived sexual discrimination, Inadequate Preparation, and Dissatisfaction with career, and decision making difficulties were exhibited by St. Mary's University College. Related to work family conflict and children demand various strategic direction must be formulated. A formal mentoring program must address the needs and constraints of all parties. The management of SMUC needs to observe the sexual discrimination seriously, provide some sort of training on skills, necessary education, and hand-on experience need to be facilitated, and introduce career counseling.

Acronyms

AAU	Addis Ababa University
SMUC	Saint Mary's University College
HIIs	Higher Institutes

Chapter One

Introduction

1.1 Background of the Problem

A career refers to a series of jobs arranged over time and is concerned with personal direction in one's working life, both current and future (Riley & Ladkin, 1994). The functions of work included providing income, providing purpose to life, defining status and identity, and enabling individuals to establish relationships with others in the society.

In the broadest sense, a career is the outcome of structural opportunities made available to an individual on one hand, for example the size of the industry, organizational structure, and knowledge specificity, and human ability and ambition on the other hand (Riley & Ladkin, 1994). The structural opportunities in an industry provide the framework for any occupation, whereas individual ability and ambition determine how people make choices presented by structural opportunities.

Common to all careers are the three broad areas of career planning, career development and advancement, and career choice. Career planning encompasses both individual and organizational planning. Career development relates to the outcomes for individuals and organizations, including career advancement, career mobility, career stages, career barriers, and career compromise. Career choice refers to an individual's selection of careers and positions, and includes elements such as the decision-making process, career paths, career anchors, and career satisfaction (Riley & Ladkin, 1994).

Career advancement, which is part of career development, has been defined as the progression of an individual into employment positions with increased responsibilities and/or compensation (Salaria & Johnsrud, 1988). The career experiences and advancement of women is different from those of men has been documented across many professional areas, with most studies finding that men advance faster, further, and with greater compensation (e.g. Cohen&Gutek 1991, Jagacinski et al 1987, Morgan et al 1993).

The career advancement barriers of women are presumed to be higher also in Ethiopia. This is supposed so because of the low levels of female representation at senior management levels, despite high numbers of female employees overall. The emphasis of this research investigations is, therefore, to asses empirically how organizational structure and policies as well as women's own perception created barriers to women's advancement.

1.2 Statement of the Problem

Several investigators have attempted to explain these gender differences in career advancement. For example, Lassalle & Spokane (1987) studied labor force participation patterns and found that more consistent labor force participation was associated with enhanced occupational advancement. However, women did not appear to move in and out of the work force as often as expected. Others have confirmed that gender differences in career advancement cannot be solely explained by intermittent work-force participation by women (e.g. Jagacinski et al 1987).

Career plateaus and career barriers may be faced with individuals throughout their careers have also received considerable research attention. The notion of a plateau primarily describes an individual's present career status within a particular organization. Veiga (1981) defined a career plateau as a total absence of either vertical or horizontal mobility. Career plateaus can be of an objective and/or subjective nature. Reduced job satisfaction, perception of an instrumental link between performance and promotion, and intention to quit are three possible consequences of a career plateau (Tremblay, Roger, & Toulouse, 1995).

Swanson and Woitke (1997) defined career barriers as "events or conditions, either within the person or in his or her environment, that make career progress difficult" (p. 434). Individual career choices often depend on personal appraisal of and the response to perceived career barriers (Lent, Brown, & Hackett, 2000). Barriers may have an impact on emotions, thoughts, and actions during the career selection process (London, 2001).

Career plans may be altered if individuals believe they are likely to encounter career-related barriers or if they feel they are unable to overcome certain barriers if encountered (Swanson, Daniels, & Tokar, 1996). Even if individuals possess high levels of confidence and interest, perceived obstacles to career entry or advancement may influence career selection (Albert & Luzzo, 1999; Lent, Brown & Lent, 1996).

As Izraeli and Adler (1994) point out, despite women's investment in their own education, their commitment to their management career, the shortage of international executives, and equal opportunity legislation, even today women hold no more than a small fraction of management posts. A number of barriers concerning the appointment, promotion and transfer of women have

been well documented in the literature.

Barriers such as discrimination, difficulties balancing work and family life, obstacles to career development and perceptions of management and co-workers have been discussed as factors that contribute to the under-representation of, and/ or the rate of voluntary turnover among, women. A number of researchers have made reference to the existence of both internal barriers (i.e., within the person) and external barriers (i.e., in the environment) specifically in relation to women attaining positions in management (e.g., Crites, 1969 and Swanson & Woitke, 1997).

The notion of external barriers is perceived as encompassing concepts that reflect societal attitudes such as sex role stereotypes and concepts specific to the workplace, such as selection and promotion processes and the evaluation of leadership behaviors (Fitzgerald & Weitzman, 1992, cited in McWhirter, Torres, & Rasheed, 1998). Internal career barriers are considered to encompass psychological stressors such as those associated with multiple roles, low self esteem, and a low expectancy of success. While these barriers are often dichotomized, an intertwining of external and internal barriers can, and does occur.

The number of women in the workforce is increasing around the globe, but they continue to hold few leadership positions. Women are running into the glass ceiling. Such a problem is likely expected to be greater in Ethiopia. The 1999 Central Statistics authority publication reveals that 43.26% of the employed populations are women. Astoundingly, however, their proportion in assuming legislation, senior official and managers level is only 18.54%. Contrarily, in elementary occupations women exceeding men hold (55.22%). This would tell women tend to occupy lower levels within the organization though they are significant part of the work force. And, yet this

phenomenon has not been yet studied.

The investigator had tried hard to find the relevant local literature on the career barrier related issues. However, he had found out that there exists no literature focusing on the career aspects women employees. And, yet this phenomenon has not been yet studied. The lack of empirical in-depth information on career advancement barriers of women is then a very timely issue that requires investigation.

The lack of information would also hinder the delivery of effective services to meet the employment needs of women. To the extent that such investigations are not done, however, it hinders the formulation of effective strategies to assist the coping of women. This study hoped to be a timely piece to fill the information gap. Hopefully, it could help formulating effective career counseling and job placement programs to meet the needs of women once the career advancement major barriers of women are identified.

1.3 Research Question

To this end, the study ponders to answer the following research questions:

- 1 What are the major perceived career advancement barriers that impede Public Higher Institutes administrative women employees?
- 2 What kinds of relationship do exist between women's demographic characteristics (Years of experience and age) and the perceived career barriers?
- 3 What kind of similarities and differences exist between Public Higher Institutes and Private Higher Institutes in relation with perceived major career barriers?

1.4 Objectives

1.4.1 General Objective

The overall objective of the research was to explore the major career barrier as perceived by administrative women in their career advancement at selected Higher Institutes.

1.4.2 Specific Objectives

In light up with the overall objectives the study pondered to answer the following related specific objectives:

- 1 To identify career advancement barriers that impedes Public Higher Institutes administrative women employees not to advance in their career.
- 2 To explore the relationships between the women's demographic characteristics (Years of experience and age) and the perceived career barriers.
- 3 To identify similarities and differences between Public Higher Institutes and Private Higher in relation with perceived major career barriers.

1.5 Significance of the Study

The successful completion of the study accrues a lot of benefits to various parties.

- First, knowledge of the perceived career barriers is likely to assist women who are faced with career advancement barriers to either confirm or revise their career strategies, thus aiding faster progression.
- Second, various levels of administrators are likely to gain a better insight into sources of staff dissatisfaction and consequent low staff morale, and together with knowledge of perceived key career advancement strategies may be able to better facilitate career progression of their staff.
- Third, other researchers could use this study as a spring board for further study.

1.6 Scope and Delimitation of the study

The study is delimited to two Higher Institutes in Addis Ababa Ethiopia, namely, Addis Ababa University (AAU) and Saint Mary's University College (SMUC). From these institutes it is only women who are working at various administrative capacity were considered. Consequently, the study did not include women academic staffs of the same institutes. The research would have been more valid and reliable if many public and private Higher institutes both at Addis Ababa and at Regions would have been included than focusing on only two Higher Institutes of the capital city.

1.7 Limitation of the study

The limitation of this study was the exclusion of some faculties from the sampling frame might hamper generalizability of the study.

1.8 Definition of Important terms

- Perceived career advancement barriers are perceived individual issues, ideas, behaviors, or practices that impact career advancement of women who are assuming administrative posts.
- Sexual discrimination is considered as a career advancement barrier when people were denied access to a career goal or unfair decisions were made about them on the basis of their sex.
- Lack of Confidence: Lack of confidence is considered as a career advancement barrier when self-esteem and confidence affects on one's own job performance.
- Multiple-Role Conflict is considered as a career advancement barrier when women are torn between family responsibilities and job demands.

- Conflict between Children and Career Demands is considered as a career advancement barrier when there exist clash between children and career demands.
- Inadequate Preparation is considered as a career advancement barrier when the individuals' perceptions of what variables (personality traits, skills, necessary educational background, and hand-on experience) would negatively affect job performance.
- Disapproval by Significant Others is considered as a career advancement barrier when significant others (family, spouse, and friends) attitude affects negatively once performance.
- Decision-Making Difficulties is considered as a career advancement barrier when the uncertainty about one's own direction made one indeterminate in career choice.
- Dissatisfaction with Career is considered as a career advancement barrier when one is feeling general boredom or disappointment in one's career progress.
- Job Market Constraints is considered as a career advancement barrier when job market and economic restructuring affects career advancement.
- Difficulties with Networking/Socialization is considered as a career advancement barrier when there exists a difficulty in finding a mentor and a unique performance standard is required for career advancement.
- Women employee or Employee means women employed permanently in Higher Institutes to assume an administrative post. The term excludes all women academician of the institutes even if they are assigned some administrative duties. It also excludes all contract employees.

Chapter Two

Literature Review

2.1 Introduction

The purpose of this chapter is to review the literature relating to women career advancement barriers that is relevant to the research topic and research questions associated with the study. The review identifies themes, concepts and findings, as well as facilitating the development of a conceptual framework that determines the research approach.

2.2 Importance of Career

Many definitions of a career can be found in the existing literature: A career is a sequence of positions held by a person during his or her lifetime' (Robbins, Bergman, Stagg, & Coulter, 2000); a career is a series of jobs arranged over time' (Riley & Ladkin, 1994); A career is the pattern of work-related experiences that span the course of a person's life' (Greenhaus, 1987).

A person's career is one of the most important life activities occupying nearly half of an adult life. When enjoyed, a career can bring satisfaction and happiness, contribute to higher self-esteem, and ultimately aid to a healthy life adjustment. When work is disliked a person can experience stress, boredom, tension, frustration, low self-esteem, and even physical illness.

To a great degree work determines our individual identity and worth and can influence our self-concept (George & Cristiani, 1995). As suggested by Cook (1991), work is a means by which adults connect with the world around them. It is clear to see how career development plays such an important role in an individual's life.

2.3 Career Advancement and Gender

Career advancement, which is part of career development, has been defined as the progression of an individual into employment positions with increased responsibilities and/or compensation (Sagaria & Johnsrud, 1988). The career experiences and advancement of women is different from those of men has been documented across many professional areas, with most studies finding that men advance faster, further, and with greater compensation (e.g. Cohen&Guttek 1991, Jagacinski et al 1987, Morgan et al 1993).

Several investigators have attempted to explain these gender differences in career advancement. For example, Lassalle & Spokane (1987) studied labor force participation patterns and found that more consistent labor force participation was associated with enhanced occupational advancement. However, women did not appear to move in and out of the work force as often as expected. Others have confirmed that gender differences in career advancement cannot be solely explained by intermittent work-force participation by women (e.g. Jagacinski et al 1987).

2.4 Career Barriers

Career plateaus and career barriers individuals may be faced with throughout their careers have also received considerable research attention. The notion of a plateau primarily describes an individual's present career status within a particular organization. Veiga (1981) defined a career plateau as a total absence of either vertical or horizontal mobility. Career plateaus can be of an objective and/or subjective nature. Reduced job satisfaction, perception of an instrumental link between performance and promotion, and intention to quit are three possible consequences of a career plateau (Tremblay, Roger, & Toulouse, 1995).

Swanson and Woitke (1997) defined career barriers as events or conditions, either within the person or in his or her environment, that make career progress difficult. Individual career choices often depend on personal appraisal of and the response to perceived career barriers (Lent, Brown, & Hackett, 2000). Barriers may have an impact on emotions, thoughts, and actions during the career selection process (London, 2001).

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2.4.1 Career Barriers and Gender

As Izraeli and Adler (1994) point out, despite women's investment in their own education, their commitment to their management career, the shortage of international executives, and equal opportunity legislation, even today women hold no more than a small fraction of management posts. A number of barriers concerning the appointment, promotion and transfer of women have been well documented in the literature.

Barriers such as discrimination, difficulties balancing work and family life, obstacles to career development and perceptions of management and co-workers have been discussed as factors that contribute to the under-representation of, and/ or the rate of voluntary turnover among, women. It is generally agreed that women relatively face more barriers than men in their attempt to advance

in their career at organizations. The studies generally indicate stereotyping, sex discrimination, sexual harassment, lack or limitedness of resources like mentoring, social support, and networking, conflict between work and family roles and organizational structure as factors that hamper career advancement.

Studies have also assessed the under-representation of women managers and gender discrimination issues in the workplace (Woods & Kavanaugh, 1994; Fagenson & Jackson, 1993; Gregg & Johnson, 1990). Most organizations still do not recruit, promote, or support women workers on a par equal to men (Fagenson, 1993).

2.4.2 Types of Career barriers

The barriers that play a role in hindering women not to advance can be generally characterized as primarily internal (i.e., psychological factors that are within the person), or primarily external (i.e., factors that are within the work environment and that may be influenced by societal attitudes). A number of researchers have made reference to the existence of both internal barriers (i.e., within the person) and external barriers (i.e., in the environment) specifically in relation to women attaining positions in management (e.g., Crites, 1969 and Swanson & Woitke, 1997).

The notion of external barriers is perceived as encompassing concepts that reflect societal attitudes such as sex role stereotypes and concepts specific to the workplace, such as selection and promotion processes and the evaluation of leadership behaviors (Fitzgerald & Weitzman, 1992, cited in McWhirter, Torres, & Rasheed, 1998). Internal career barriers are considered to encompass psychological stressors such as those associated with multiple roles, low self esteem, and a low expectancy of success. While these barriers are often dichotomized, an intertwining of

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2.5 Theories related to women's career development

Theories related to women's career development began to emerge in the early 1980's. These theories improved on earlier theories by taking into account variables which influence women's career choices, aspiration and work behaviors. In the following section a review of four selected theories related to women's' career development are presented. And, these theories served as bases by which additional career barrier item could be developed for the quantitative questioner.

2.5.1 Hackett and Betz's self-efficacy theory

Based on Bandura's (1977) work, Hackett and Betz (1981) formulated a theory on career self efficacy. They attempted to examine the process involved in men's and women's career pursuit and their beliefs about achievement. They believed that self-efficacy theory could explain the processes by which traditional gender role socialization influenced men's and women's self-referent evaluations in relation to career choices and behaviors.

Two concepts of particular relevance are efficacy expectation and outcome expectations. These two concepts are elaborated below. Efficacy expectations refer to an individual's expectations or beliefs that she/he can perform a certain task successfully. Efficacy expectations will determine whether or not a certain behavior will be initiated, the amount of effort to be exerted, and the persistence of behaviors in the face of obstacles. These expectations are developed through four sources of information:

1. Performance accomplishments refer to successful performance of a given behavior. It is believed to be the most powerful source of strong self-efficacy expectations. For example, a student who performs well on a math test is likely to gain an increased efficacy expectation of his or her ability to solve math problems
2. Various learning refers to observing other people perform a behavior. For example, female students who observe a female model having a career in engineering or other science-related fields are likely to aspire to careers in these fields
3. Verbal persuasion refers to encouragements from others that one can successfully engage in specific behaviors. For example, a students who receives encouragement from parents or teachers to do well in science subjects are likely to have increased self efficacy in these subjects
4. Emotional arousal refers to the level of anxiety with regard to the behavior to be performed. Students are likely to feel anxious before a test if they do not believe they can do well on it, and vice Versa (Hackett& Betz, 1981). It is through these four sources of information that individual's efficacy expectations are acquired and/or modified.

Outcome expectation refers to individual's beliefs about the consequences of performance. Similar to efficacy expectation, outcome expectation will also determine whether or not a person attempts to perform certain task. For example, a female lawyer believes that she has an ability to perform the role of senior partner in a law firm. But she is not likely to apply for a position if she believes that a male colleague is preferred in the position by company decision makers.

Hackett and Betz (1981) maintained that differential socialization experiences of men and women could explain the difference in their career development patterns. The authors argued that women lack strong efficacy expectation in relation to career-related behaviors because they are less likely than men to be encouraged to develop their own career and have fewer female models who are successful. Thus, the self-efficacy theory is able to explain why some women do not fully develop their capabilities and talents in their career pursuit.

In a comprehensive review of career self-efficacy research, Lent, Brown, & Hackett (2000) suggested that there is ample evidence to support the application of self efficacy theory to understanding the complex processes involved in career development. More specifically, research has shown that individuals with high self-efficacy engage in more exploratory behaviors and are more confident in career decision making (Albert, K., & Luzzo, D. (1999).

Women of higher efficacy are also willing to entertain more career options (e.g., Lent, Brown, & Hackett (2000), and more successful success at finding and staying in jobs. In sum, the application of self-efficacy theory elaborates the role socialization plays in the career choices and

behaviors of men and women. Both efficacy expectations and outcome expectations are important concepts in understanding the career development of women.

2.5.2 Gottfredson's Circumscription theory

Gottfredson (1981) incorporated into her theory several elements conceptualized in earlier theories. These elements include self-concept, developmental stages, and match between individuals and occupation. Similar to Supper (1963), she suggested that individuals seek jobs that are compatible with their self-concept. She expanded on Super idea by including variables such as gender, social class, and intelligence in her conceptualization of self-concept.

These variables play significant role in predicting occupational aspiration and career choices. Gottfredson's theory addresses women's career development in two different ways. It discusses the process of how individuals reach a compromise when they face conflicting goals. The compromise process is particularly useful to understand how women juggle priorities such as societal expectations, family obligations and career aspirations.

Second, the theory maintains that individual's perceptions of career and training opportunities play a significant role in determining their occupational aspiration and choices. This is particularly relevant to women because their career development is still limited by restricted occupational choices, unequal pay, and stereotypes (e.g., Betz & Fitzgerald, 1987; Brooks, 1990; U.S. Equal Opportunity Commission, 1991). Thus, Gottfredson's theory (1981) helps to understand why women make certain career choices and not others.

Gottfredson's (1981) theory, there are four stages of development of self-concept and occupational preferences. Development is the result of interaction between individual's cognitive development and social environment such as social class. As children progress through the developmental stages, their self-concept and preferences become increasingly more differentiated.

As they approach adolescence, they are able to narrow their occupational choices based on knowledge of their own interests, capacities, and values. In addition to individual's judgments of their abilities and motivations, definitions of success in their community, expectations others have for them, and their awareness of accessibility of jobs also determine individual occupational aspirations and preferences.

According to Gottfredson (1981), as individuals begin to implement their career choices, they may have to compromise their preferences because certain jobs and/or training opportunities are not available to them. The process of circumscription involves the inclusion and elimination of occupational alternatives. Gottfredson (1981) postulates that when career choice compromises are necessary, individuals will sacrifice their vocational interests first, then their desired prestige level and their preferred sex type last. In other words, individuals are more ready to sacrifice their interests than to be in an occupation that is not "appropriate" for their gender.

Gottfredson's theory helps to explain why women are concentrated in lower-pay and lower-status occupations despite their interests and aspirations. Early socialization experiences are again postulated as critical in the formation of occupational choices and aspirations. Research studies have supported Gottfredson's proposition about the pattern of compromise (Henderson,

Hesketh, & Tuffin, 1988; Holt, 1989; Taylor & Pryor, 1985). Yet, these researchers also proposed that the process of compromise is more complex than it is suggested in Gottfredson's theory.

2.5.3 Farmer's Multidimensional model

Farmer (1985) presented a multidimensional model of career achievement motivation for women and men. Farmer was influenced by Bandura's social learning theory, which maintained that "psychological functioning involves a continuous reciprocal interaction between behavioral, cognitive, and environmental influence" (Bandura, 1977). In her model, Farmer (1985) proposed that three sets of variables interact to influence the aspiration, mastery, and career commitment of men and women.

These three sets of variables are: (a) background variables such as age, gender, and social status, ethnicity and ability; (b) personal variables such as academic self esteem, achievement styles, causal attributions, intrinsic values, and homemaking commitment; and (c) environmental variables such as support from parents and teachers. According to Farmer (1985), background variables influence a person's developing self-concepts, aspiration, achievement motivation, and the way the environment is perceived.

The developing self-concept is further influenced by interaction with the environment such as experiences at school and in the community. Personal variables in turn set limit to the influences of environment and have been found to influence career and achievement motivation. Thus, the relationship between personal and environmental variables as presented in Farmer's model is a reciprocal one. Farmer (1985) used to the findings of her study of 9th and 12th grade students to

explain the roles and interrelationships of the three sets of variables in her model. In the study, personal variables were found to have the strongest influence on student's career motivation and tendency to choose difficult and challenging tasks rather than easy tasks.

Nevertheless, the pattern of influence was quite different for men and women. Young women's career choice was more influenced by competing roles such as homemaking commitment than men's, suggesting that young women's career development may be more vulnerable to competing role priorities than men's. Moreover, environmental variables were found to play an important role in young people's achievement, aspiration, and career motivation. Interestingly, the mediating effect of environmental variables on the three variables was found to be stronger for young women than for young men.

This finding suggested that young women's career and achievement motivation may be more susceptible to their perception of opportunities in the environment and support from parents and teachers than men's. Farmer suggested that changes in society's attitude towards women working may influence changes in the men's and women's achievement in the future.

Farmer's (1985) model has further supported the notion that earlier theories on career development are inadequate in explaining the complexity of career development process in a changing ecological, social, and economic context. Though Farmer's (1985) model was supported by the finding of her study, the age range of her sample may limit the generalization of her model to other groups such as university students.

2.5.4 Astin's Sociopsychological Model

Similar to Krumboltz's theory, Astin's (1984) socio-psychological model also emphasizes the significance of both psychological factors and cultural environmental factors which interact to influence career choice and work behavior. The four factors in her model are:

1. Motivation refers to the driving force which directed an individual's behavior towards the satisfaction of three basic needs: survival, pleasure, and contribution. Survival needs refer to physiological survival. Pleasure needs refer to intrinsic satisfaction from work. Contribution needs refer to the need to be useful to society and be recognized for one's contributions.
2. Work expectations refer to individuals' perceptions of their capabilities and strengths, the options available, and the kind of work which can best fulfill their needs.
3. Socialization refers to the process through which social norms and values are internalized.
4. Structure of opportunity refers to the options that are available in the world of work.

The four factors of Astin's model are indeed interrelated. According to Astin, work is important because it is able to fulfill certain basic needs such as survival, pleasure, and contribution. Astin (1984) contended that men and women share a common set of work motivations. What differentiates their work expectations and career outcomes is the mediating effect of the other variables. As conceptualized in her model, work expectations are different for men and women because of their differential socialization experiences as well as their perception of the structure of opportunity.

According to her children are rewarded and reinforced for engaging in gender –appropriate behaviors. As children internalize social norms and values regarding appropriate sex-role behaviors and choices, they also become aware of the availability of opportunities. Implied in the theory is that socialization experiences can be either expanding (which promotes wide-spread options) or restrictions (which promotes stereotyping).

The inclusion of the construct of structure of opportunity is distinctive feature of Astin’s model. From her perspective, opportunity structure is not static, but changes over time. As society changes, men and women are faced with different environmental conditions, which in turn modify their career aspirations and work behaviors.

To support this contention, she cited several examples of social change, such as advances in medical and reproductive technology and changes in economic trends and conditions. These larger social forces could help to explain the increasing participation of women as well as minorities in the labor force. Implied in the conceptualization for the opportunity structure are the significance of individuals’ perception and/or awareness of availability of options in the world of work. As such, opportunity structure could also help explain the differential career expectations and choices of men and women.

It is interesting to note that since the publication of Astin’s model in 1984, little research has been conducted to test its validity. This may be due to the fact that her model lacks operational definitions of the proposed constructs and specific hypotheses, which makes empirical tests of the model difficult.

2.6 Factors that Constrain Women's Career Advancement

Researchers have identified a number of factors that function as barriers to women's career advancement. These included glass ceiling, gender discrimination and sexual harassment, organizational culture, and work and family conflict.

2.6.1 Glass Ceiling

The glass ceiling refers to invisible, generally artificial, barriers that prevent qualified individuals, e.g. women, from advancing within their organizations and reaching their full potential (Knutson & Schmidgall, 1999). The term was popularized in the 1980s when it became a significant concept in the workplace in the United States. It describes a tendency for women and minorities to be over represented in the lower levels of an industry, but underrepresented at senior levels.

Even though great strides have taken place in recent years, there remains room for improvement. Bily and Manoochehri (1995) described the development of women's role in history: traditionally, a woman's role has been in the home, taking care of children and husband. During World War II, women went to work because men were at war. After World War II, women were sent back home again to be wives and mothers. Their shorter work experience has impacted women in history.

Since the 1960s, more and more women have entered the workplace and 30-40 years later they have stayed in the workforce so that the number of working women has been continuously increasing. While women comprise almost half of the workplace, the number of women in mid -

management and especially senior management is still low. That is where the term “glass ceiling” comes from as cited in Bily and Manoochehri (1995).

Schwartz (cited in Bily & Manoochehri, 1995) illustrated the glass ceiling as part of the management pyramid. The numbers in the middle of the pyramid represent the percentage of managers in each category. The numbers on the right represent the women at each level. For example, 50% of entry-level managers are women while women accounts for only 3% senior management positions. In spite of the similarities in the backgrounds and experiences of men and women, the above figure showed women remain poorly represented at the senior level (Brownell, 1994).

2.6.2 Gender Discrimination and Sexual Harassment

Woods and Kavanaugh (1994) found that more than 80 percent of men and women perceive gender discrimination and sexual harassment in the workplace as an ongoing problem. They mailed the 49 - question survey to 1,550 hospitality managers, all of whom had earned a baccalaureate or master's degree from hospitality management programs within the proceeding seven years. Fifty eight percent of the respondents were women. Results showed that in many cases the reasons why most women graduates left the hospitality industry was due to gender discrimination or sexual harassment.

Sexual harassment is simply not basing employment decisions on an individual's acceptance or rejection of sexual advances. Another form of sexual harassment is the creation of an intimidating, hostile, or offensive work environment. Repeatedly staring provocatively and making off-color jokes or remarks also are considered sexual harassment (Woods & Kavanaugh).

Woods conducted a study in 1992 and asked the participants how often sexual harassment occurred in the hospitality industry. The study reported that nearly one - fourth of both female and male respondents agreed that women in their field have been subjected to sexual harassment at work (Woods, 1994).

Many studies describe gender - based pay differences. Recent research on gender issues in employment in the hospitality industry provided both “good news and bad news” to American women. The good news was that their increased employment in the industry demonstrates that “the hospitality field is rapidly becoming sex neutral” (Umbreit & Diaz, 1994). But women still do not receive equal in terms of rewards (Woods, 1994).

Models and theories have guided some of the research on gender - based income disparity. Human Capital Theory and the New Home Economics Theory (Becker, 1985) have been the most popularized theories. The Human Capital Theory suggested that those with a larger investment in themselves have greater career opportunities and are efficiently sorted into higher paying jobs. Better educated workers have greater potential because they have increased their human capital investment by extending their credentials. The theory explains the difference in income by suggesting that a portion of those differences is not attributable to gender at all, but to the different levels of education, training and experiences.

The New Home Economics theory argued that households maximize their use by dividing labor so that, in most households, men specialized in market work and women in domestic work. The male - female wage gap is an outcome of this decision - making process. Women choose part-

time jobs that allow them the flexibility to manage their domestic household duties and do not require them to put career above family.

Based on the above two major theories and other theories, Sparrowe and Iverson (1999) conducted a study to examine the disparity of income in the hospitality industry. A one percent representative sample of the U.S. hospitality industry population was used to test their hypotheses. According to their findings, the presence of more covert forms of gender discrimination within the hospitality industry, consistent with previous research, women may experience equity of representing at the management level in the industry but the income is still lower than that of men.

Sparrowe and Iverson (1999) suggested that this disparity has existed for many years and cannot disappear overnight. Comparisons should be made to determine if income disparities are being reduced in the industry today. Woods asked the respondents to indicate their salaries by ranges. The mean for men was about \$42,300 and about \$35,900 for women. The data suggest that a salary disparity exists along gender lines. Using the salary range \$35,000-39,999 as the midrange for the entire group, data suggested that 43% of the men had salaries below the middle range and 43% above it.

Meanwhile, 60 percent of the women had salaries below the group's middle range, and only 20 percent had salaries above it. Also 40% of the women reported that "sexual discrimination is related to promotion and nearly 38% thought it related to salaries" (Woods, 1994, p. 19). Data support the argument that substantial levels of sexual discrimination exist in the industry.

Increases awareness of the pervasiveness of this issue can reduce the likelihood of gender discrimination and sexual harassment.

Many studies mentioned the gender gap in income. Umbreit & Diaz (1994) suggested that the gender gap in earnings would be even larger if women did not achieve a higher level of academic success as women continue to major in higher paying fields such as business management and/or undertake more internship related to their fields. Woods and Kavanaugh (1994) found that female managers in the hospitality industry earn \$6,400 less than their male peers. According to Brownell (1994), women view this lack of equity as a predominate obstacle to their career progression.

2.6.3 Organizational Culture

Recent research has concentrated on masculine organizational culture as an explanation for the glass-ceiling phenomenon, that is, organizational culture forms a barrier for women's careers. Usually people are attracted by an organization or a job due to their personal preferences, and cultural preferences are partly based on experience and personality. Eagly and Wood (1991) suggest that people who consider themselves very ambitious, for example, will probably favor a competitive environment; in contrast to people who see themselves as less ambitious. And, it seems likely that men will adhere more strongly to a competitive culture than women will.

Studies also have reported that there are only small differences between the management styles of male and female managers. These differences had decreased to the extent that these cultures were more male-dominated (Eagly & Johnson, 1990). Many investigations have concluded that women in senior management positions have adapted their behavior to emulate traditional male styles

(Brownell, 1994). Vianen and Fischer (2002) suggested that compared to men, women would feel less attracted to management positions, especially top management positions, because of their organizational culture preferences.

According to their studies, women are confronted with two barriers on the way to the top, which are more restraining for them than for men. One is the women's first step into management. Few women will take this step partly because they have weaker masculine culture preferences. The other barrier concerns the step from middle management to top management.

Women seem less ambitious than men in pursuing a top management career. It is suggested that if an organization truly wanted to assign more women to top management positions, they should put effort into changing the top management culture as well as trying to attract women with high salaries and status. Vianen and Fischer concluded that both processes of selection and self-selection are responsible for the slow advancement of women to top management careers.

2.6.4 Work and Family Conflict

Multiple-role Conflict was a central issue discussed in the literature of women's work lives (Betz & Fitzgerald, 1987). It occurred due to the incompatibility of the demands associated with two or more roles. While working women were expected to commit to their work 'just like men', they were also required to give priority to their family. Working women were, therefore, torn between family responsibilities and job demands.

In recent years, research has shown that work-family conflict also affects women's career advancement. Mallon & Cassell (1999) found that the expectation of long hours was a significant

barrier to seeking promotions for many women in the industry (Mallon & Cassell, 1999). It is assumed that women traditionally would be involved in childcare and housework, which was viewed as their responsibility and an expectation from the men's world. Women in top management tend to be single or married with few or no children.

Success in the industry demands long hours and requires a great deal of crisis management and problem solving. These factors combined create a stressful and exhausting work experience for women (Brownell, 1998). Brownell also mentioned that advancement often means leaving familiar towns, schools, and relatives to move across the country to a property that offers increased job opportunities. It is not unusual for an individual to move three or more times on the path from department head to general manager.

There are opportunities in the rapidly growing industry, but people must be aware of the requirements of long hours, stress and loss of quality time with their families. These costs may be seen as not being worth the benefits of a once career. People in the industry must balance success and cost, and struggle with work and family conflicts, especially those who are single parents.

2.7 Factors that Facilitate Women's Career Advancement

The review of literature revealed that energy and hard work are presented as being the most important traits that facilitate to women's career advancement. Gregg and Johnson (1990) noted that the women in their survey felt that they had to work twice as hard and do twice as good a job as their male colleagues in order to prove they deserved a promotion.

Other traits also included communication, trust, and perseverance. Suggestions are given to women managers to stand out by hard work, being good at what they do networking, relocating, or changing companies (Ng & Pine, 2003). Knutson and Schmidgall (1999) noted that having a charismatic personality also is an effective advancement strategy and that women executives believe that to advance they must develop a style with which men are comfortable.

Brownell (1992) described the hospitality managers who emerge as leaders in the 21st century as men and women who deal effectively with a multi-cultural workforce, present their ideas clearly, and are able to mobilize others around a common goal. Brownell (1994), in another study on personality and career development, found the following traits of hospitality managers: hard work, ability to motivate others, determination, calmness, assertiveness or competitiveness, enthusiasm, deliberateness and detail-orientation. Skills and intelligence also are important, such as communication skills, leadership skills and interpersonal skills.

Networking and mentoring have been identified as two methods to help women. Fagenson and Jackson (1993) stated that some women in high level have benefited from networks. Furthermore, women need to set up their networks and participate in men's networks. Many women have acknowledged the help of mentors who helped them to enter the old boy networks. Previous research revealed gender differences on factors that facilitate and constrain women's career advancement. Brownell (1994) conducted a survey of 97 female and 318 male general managers. Of the ten items that relate to the importance of career-related activities, only mentoring was found to be significantly different by gender, with males viewing it more important to women's career development than females.

Of the eight obstacles to women's career advancement, gender differences were found between female and male general managers on the items: old boy network, family and work conflict, pay and promotions, job characteristics, lack of mentors, lack of credibility, and sexual harassment. For example, more than half of males (54%) viewed pay and promotions as no obstacle or a minor one, while only 11% of females agreed. Nearly half of males perceived old boy networks as only minor obstacles while over half of females viewed this as major obstacle.

Ng and Pine (2003) found significant gender differences on the importance of effective communication skills, which indicated that female managers viewed a stronger positive relationship between communication skills and career development than males. Three obstacles were found to be significantly different between female and male managers; they were inadequate job knowledge, difficulty in establishing credibility, and lack of equity in training. In all these items, males viewed them as bigger obstacles than females. Mentors served as role models as well as trainers of individuals. Difficulty in finding a mentor was identified as a barrier to career success of women (McWhiter et al., 1998). On the other hand, another aspect that related to working relationship was the job advancement prospect.

As the studied cited in this paper assert despite their increasing presence, women continue to experience barriers that limit their advancement from their presently held positions. Women perceive issues such as gender discrimination, family responsibilities, inadequate preparation, and disapproval by Significant Others, decision-making difficulties, dissatisfaction with career, job market constraints, mentoring, and networking opportunities as factors that impact their career advancement. In addition to these factors, the structure of opportunity and the proportional representation of women often contribute to cycles of disadvantage for women and minorities.

Chapter Three

Research Methodology

3.1 Introduction

The general methods employed in order to achieve the objectives stated in the earlier chapter were a two-phased project. The first phase included a quantitative survey of women's perception of career barriers in their career advancement. The second one was a qualitative interview made with a focused group discussion with selected participants from both institutes. This mixed design has an advantage of triangulation of data collection by questionnaires from the employees. The purpose of the triangulation was mainly to get adequate information so as to be able to look into the major career barrier of women advancement in the organization in which they work in.

3.2 Research Site and Sampling Method

3.2.1 The Participants

The study was conducted at two Higher Institutes, namely, Addis Ababa University (AAU) and St. Mary's University College (SMUC). Both of the institutes are located in Addis Ababa, the capital city of Ethiopia. The main reason for selecting these higher institutes for the study was that the researcher has some acquaintances with most of the personnel working in the institutes. Hence, the researcher believed that adequate information could be easily fetched out. Besides, SMUC is relatively larger than other private colleges except Unity University College (UUC). Unity University College was excluded because it is recently undergoing through restructuring. Moreover, expenses like allowances and transport fees are also significantly minimized.

The target populations of the study were only women employees assuming administrative posts of the two Higher Institutes. The total numbers of women permanent employees assuming administrative post in AAU were 948 (excluding School of Journalism and Tikur Anibesa) and 279 in SMUC (excludes district female employees).

From the theoretical population of 948 women employees assuming administrative post in employees working at Fine arts (23), Nursing (24), Technology South (28), Yared (21), Faculty of Veterinary Medicine (21), Medical Faculty (76), and commercial college (81) totaling 274 were excluded for sampling because respective employment data can not be secured from the central university administration . Exclusion of the population that can not be accessed to made the study population at AAU to be 674 than 948. Female employees of the university amounting 147, who were working under dean of the students at cafeteria and Dormitory service, were also excluded because there exists no parallels at SMUC and that makes the comparison of the two institutes very difficult. Such a process eventually made the total sampling frame amounting 806 of which 527 employees were from AAU and the rest 279 were from SMUC.

Participants of the focus group discussions were 7 employees of which 4 were selected from AAU while the rest are of SMUC. Owing the fact that most of the employees of SMUC are relatively younger three of the focus group discussions were less 30 while 2 of the employees of AAU were above age 30 and the rest two were under 30. Whenever a need arouse the Human Resource departments of the institutes were also consulted.

3.2.2 Sampling and Sampling Technique

After securing the list of the employees the research investigator adopted simple random sampling techniques and distributed the questioners randomly to employees. The numbers of potential respondents the author contacted and distributed were 100 from Addis Ababa University and 60 from Saint Mary's University College. 40 of Saint Mary's University College employees, 80% response rate, and 57 from Addis Ababa University, 57% response rate, administrative women employees filled the questioner. The response rate was enhanced to such an extent by a continuous follow-up the researcher made to the respondents.

Table 1: Classification of Respondents by Institute

Higher Institute	Frequency	Percent
AAU	57	58.76%
SMUC	40	41.23%
Total	97	100

As it is evident from the above table 1, the majority of the respondents (58.76%) were administrative women employees of Addis Ababa University (AAU), a Public Higher Institute, while the rest (41.23%) are of St. Mary's University College (SMUC), a Private Higher Institute. The table further shows that almost all of women employees of St. Mary's University college (95%) are less than or equal to age thirty. On contrary, more than half of the employees (57%) of Addis Ababa University are above age thirty.

The age discrepancy has mainly resulted from two main sources. First, the age discrepancy is the result of the organizations date of establishment difference. St. Mary's University College is relatively a very recent organization established in 1998 (G.C). The establishment Addis Ababa

University, however, goes back to 1949 (G.C). Second, as per the interview made with Human Resource Manager, the administrative employees turnover at St. Mary's University College's is higher than Addis Ababa University.

3.2.3 Instruments

The methods used to collect information for the study included a combination of such techniques as questionnaire and a focused group discussions interview.

3.2.3.1 Questioner

Questioner items on perceived major career barriers of women advancement were prepared from existing literatures in the area. The questionnaire prepared was totally close-ended questions. The questionnaire was prepared in Amharic for the purpose of data collection.

The survey questionnaire has two parts. The first part of the questionnaire deals with employee's personal information. It includes seven demographic variables, namely, age, religion, marital status, number of children, organization in which they are working in, educational level, years of experience.

The second part of the questioner is mainly adapted from *Career Barriers Inventory-Revised (CBI-R)*. This self reported questioner had a 70-item scale and it assesses perceived career-related barriers on 13 dimensions. The researcher included additional 20 questions which gave a total of 90 items.

Then, the questioner was screened for its face validity by two former graduates of counseling psychology of Addis Ababa University. A thorough revision of the questioner eventually resulted to a consensus that three dimensions of *Career Barriers Inventory-Revised* to be discarded, namely, discouraged From Choosing Nontraditional Careers (5 items) and Disability Concerns (3 items), and Identity Discrimination (4 items)

The sub scale for measuring for discouragement from choosing nontraditional careers was excluded on the ground that most of the women employees of the higher institutes are working traditionally accepted careers for women. The disability concern item is also excluded because getting appropriate number of cases for generalization will not be sufficient. The identity discrimination was also excluded because the study includes only employees who are Ethiopian. This procedure reduced the 70 *Career Barriers Inventory-Revised* into 58 and with additional questioners it amounted 78.

A further revision of the instrument through pre-test eventually lead to discard some 9 more items and the final questioner become a 69 item questioner. The pre-test of the instruments was conducted before the actual fieldwork. The purpose of the pretest was to find out ambiguities, omissions or misunderstanding in the instruments. It also helped to correct awkward sequences of the items in the instruments and other weaknesses. Essential points to be considered in adjusting the instruments were problems related mainly to the relevance, adequacy, understandability and sequence of the items of the instruments used.

The general comment from the fieldwork was that some items were not clear enough and easily understandable by persons who have no any idea about psychological jargons. Based on the

comments given, an effort was made to present items in ways very clear to the respondents of the main study.

To conclude, from all these comments, the instruments were reassessed and modified. The pilot study had given a good correcting lead the instruments the researcher developed. That is, after the pilot test had been done, the items that show ambiguities, inadequacies of items were identified. Some of the items were found out to be repetitions and thus were dropped eventually resulting 68 items rather than 82 items.

In the second part of the questionnaire then a 69-item scale to assess the major perceived career-related barriers on 10 dimensions were eventually developed. The 10 dimensions of the questionnaire were on: Sex Discrimination (11items), Lack of Confidence (7items), Multiple-Role Conflict (8 items), Conflict Between Children and Career Demands (7 items), Inadequate Preparation (7items), Disapproval by Significant Others (4items), Decision-Making Difficulties (7items), Dissatisfaction With Career (items7), Job Market Constraints (4 items), and Difficulties With Networking/Socialization (6items).

3.2.3.2 Interview

The second method used was an in-depth interview that was made with selected 15 women employees of which 10 were from AAU while the rest were from SMUC. In this regard, 10 facilitating questions on the subscale items of major career barrier were developed and administered.

3.2.3.3 Focus Group discussions

The third instrument was a focused group discussion made with selected 7 participants of which 4 are from AAU and the rest 3 were from SMUC. All of the members of the focus discussion group were those who were previously interviewed. The focus discussion was a second phase in the research process and conducted only after the data collected through questioner was already analyzed. The main purpose of the method was to augment the result of the quantitative data. In this regard, the 10 questions developed for in-depth interview were used to facilitate the focus group discussion. All of the discussion was made through Amharic.

3.2.3.4 Translation of the instruments

The Amharic version of career barrier inventory was drafted by the author of this study. Then, its readability was enhanced by two graduates of literature department and who are presently engaged in professional translation. And, then it was verified again by two former graduates of counseling psychology.

3.2.4 Data Collection Procedures

The Amharic survey questioner developed entitled the 'Experiences of Women Career Advancement Barriers at work Survey' was distributed to the women employees assuming administrative position of the selected organizations. In particular, participants were firmly assured that confidentiality and anonymity of their response would be maintained strictly so that they might provide an honest answer. Three weeks after its initial distribution, a follow up was made to all participants thanking them for their contribution and reminding those who did not finish and were not ready to return the surveys to do so.

3.2.5 Method of Data Analysis and Interpretations

The Statistical Package for Social Science (SPSS) version 10 was used to analyze the quantified data captured through questionnaire responses, from which reports in tabular format were used with appropriate descriptive statistics. Responses are made using a 7-point Likert scale (1 = did not hinder at all; 7 = did completely hinder). Subscale scores are obtained by summing the numeric rating of each item within the subscale and dividing by the number of items in the subscale.

A result which is less than 4 was considered to be indicating a low level of career advancement barrier, 4 indicating a moderate level of career advancement barrier and above 4 implying the barrier is high and therefore it is major. To test the significance between the groups independent t test, one way ANOVA were employed. T test were used to compare the mean result of two categories and one way ANOVA when the categories were more than 2. Correlation analyses were also used to assess the relationship between women's demographic characteristics (Years of experience and age) and the perceived career barriers.

Chapter Four

Data Presentation and Analysis

4.1 Introduction

The data presentation and analysis section of the paper provides the basic details of data collected with their respective significance for the research conducted.

4.2 Demographic variables

Table 2: Respondents average Age

Higher Institute	Mean	Standard Deviation
AAU	31.09	5.97
St. Mary's University College	25.08	2.88
Total	28.61	5.75

As it is evident from the above table 2, the average age of all respondents is 28.61 and the standard deviation is 5.75. The average age of AAU ($\bar{x}=31.09$) is statically significantly higher ($t=6.588$, $p=0.000$) than SMUC ($\bar{x}=25.08$).

The table 3 given above also shows that almost all of women employees of St. Mary's University college (95%) are less than or equal to age thirty. On contrary, more than half of the employees (57%) of Addis Ababa University are above age thirty. The implication of this will be some differences exhibited between the institutes might be related to the age differences than any other factors. And, therefore age will be correlated with each of the career advancement barriers result and the overall career barrier result.

Table 3: Classification of Respondents by Age Category

Age	Frequency		%ge		Total
	AAU	SMUC	AAU	SMUC	
21-25	13	30	23	75	43
26-30	11	8	19	20	19
31-35	19	1	33	2.5	20
36-40	11	1	19	2.5	12
41-45	3	0	5	0	1
Total	57	40	100	100	97

Table 3 is basically designed to reveal the overall picture of the respondents besides the central tendency measurement of mean given in table 2 on page 39. To this end, the age range was classified based on the interval of five years on arbitral basis.

Table 4: Classification of Respondents by Religion

Religion	Higher Institute		Percentage		Total
	AAU	St. Mary's	AAU	St. Mary's	
Protestant	1	15	2%	38%	16
Orthodox	55	22	96%	55%	77
Catholic	0	1	0%	3%	1
Muslim	1	2	2%	5%	3
Total	57	40	100%	100%	97

As it can be seen from table 4 in page 40, the majorities of the respondents, in both higher institutes, are from Orthodox Christianity. Then is the list, in terms of magnitude, is followed by Protestants Christianity, Muslims, and Catholic Christianity. No attempt has been made to relate religion towards perceived career barriers owing the fact that the representations of the religious sects are quite few to make such an analysis.

Table 5: Classification of Respondents by Marital Status

Marital Status	Higher Institute		%ge		Total
	AAU	SMUC	AAU	SMUC	
Married	39	10	68%	25%	49
Single	17	29	30%	73%	46
Widowed	1	1	2%	3%	2
	57	40	100%	100%	97

According to table 5 given above most of the respondents of Addis Ababa University are married (68%) while it is only a quarter of St. Mary's University College administrative women employees are married. The discrepancy is likely related to the age of the employees because most of the employees of St. Mary's University college are very young (See table 3 for details). There are no divorce cases reported by either of the institutes while there exists, however, one widow from each of the institute.

Table 6: Classification of Respondents by Marital Status

No of Children	Higher Institute		Higher Institute		Total
	AAU	SMUC	AAU	SMUC	
0	21	33	37%	82.5%	54
1	7	4	12%	10%	11
2	3	3	5%	7.5%	6
3	26	0	46%	0%	26
Total	57	40	100%	100%	97

According to the table 6 given above most of Addis Ababa University (63%) employees do have children compared to St. Mary's University College (17.5%). Almost half of the respondents of Addis Ababa University do have three children (46%) while the majority of the employees of St. Mary's University College do not have even a child (83%). Interestingly, the maximum number of children employees of St. Mary's University College have is only two. In fact, the difference might be related to the age of the employees.

From the above marital status, as it is depicted in table 6, result it could be expected that SMUC employees will exhibit relatively lesser barrier related to work family conflict and conflict of work and children demand variables than AAU employees. It is presumed so basically because there will be a double push on career women as their time compete between two competing ideal-types of mother and family and devoted worker. Married and women with children might be unable to stay beyond working hours and consequently might be considered as inflexible for since within companies, "flexibility" often means staying until midnight, with an expectation of increased productivity and constant availability.

Table 7: Classification of Respondents by Educational Level

Work Experience	Higher Institute		Higher Institute		Total
	AAU	SMUC	AAU	SMUC	
Eighth-Tenth Grade	1	2	1.75%	5.00%	3
Preparatory Level	0	2	0.00%	5.00%	2
Certificate	3	9	5.26%	22.50%	12
Diploma	52	24	91.23%	60.00%	76
Firsts Degree	1	3	1.75%	7.50%	4
Total	57	40	1	1	97

As it is evidenced above table 7, relatively speaking, most of the respondents of Addis Ababa University are holding diploma (91.23%) while for Saint Mary's University College the same level of qualification amounts only 60%. In contrast, first degree holders of Addis Ababa University are, however, very low (1.75%) compared to Saint Mary's University College 7.5%. The numbers of employees who are at certificate level and below are higher in St. Mary's University College (32.5%) than Addis Ababa University (7.01%). Other important observation, as per the report of the Human Resource Department personnel, is most of the employees of St. Mary's University College learned at various levels within the institute itself.

Table 8: Classification of Respondents by Years of Experience

Institute	≤5 Years		5-10 Years		10-15 Years		15-20 Years		20-25 Yr		Total
	No	%ge	No	%ge	No	%ge	No	%ge	No	%ge	
AAU	16	28.07%	24	42.11%	9	15.78%	7	12.28%	3	5.26%	57
SMUC	35	87.50%	4	10.00%	1	2.50%	1	2.50%	0	0	40
Total	51	52.58%	28	28.87%	10	10.31%	8	8.25%	3	3.09%	97

As it can be seen from table 8 given above the majority of the respondents (87.5%) of St. Mary's University college work experience is less than or equal to five years while in Addis Ababa University such a people account only 28.07% . In fact, the difference could be explained from three sources. First, SMUC is still expanding and it keeps on recruiting fresh graduates as an employees. Second, the date of the establishment of the university college is relatively recent. Third, the university college exhibits a higher level of turnover.

It is generally believed that professional experience plays a significant role for once success in career advancement. The more experienced the person is more benefits he/she accrues to the organization. As the above table 8 reveals, however, SMUC employees are less experienced and therefore are less likely to progress. In contrary, there is untapped experience accumulated by majority of women employees assuming administrative positions at AAU.

4.3 Overall Career Advancement Barriers

According to table 9 given on page 45, the overall perceived career advancement barriers reported is only averages 3.18 which give an impression that women generally perceived a lower

level of barrier in their career advancement. The difference between AAU ($\bar{x}=3.07$) and SMUC ($\bar{x}=3.36$) is not also statistically significant ($t = -1.061, p = .293$).

Table 9: Classification of Respondents by Overall career barrier

Higher Institute	Mean	Standard Deviation
AAU	3.05	0.47
St. Mary's University College	3.36	0.73
Total	3.18	0.60

The overall career advancement barrier result shows such a lesser amount mainly because some of the subscales (for example Disapproval by Significant Others scale) of the career barrier inventory exhibited a lower level result. It is, therefore, essential to see the overall scales broken down to the 10 subscale in order to fully appreciate the career advancement barriers women are facing at work places.

4.4 Subscales of Women Career Advancement barriers

The Women Career Barrier Inventory developed by the researcher, basically adopted form CBI-Revised, consists of 69 items scored on 10 sub scales. The followings are the result of the research.

4.4.1 Sex Discrimination

Sexual discrimination is believed to occur when people were denied access to a career goal or unfair decisions were made about them on the basis of their sex. To identify sexual discrimination 11 items were developed under sexual discrimination.

Table 10: Descriptive statistics of Sex Discrimination

Higher Institute	Mean	N	Standard Deviation
AAU	2.26	57	0.68
St. Mary's University College	2.66	40	0.92
Total	2.43	97	0.81

According to table 10 given in page 45, the average perceived level of discrimination reported is only 2.43 which is an indication that women perceived sexual discrimination at their work place as a low career barrier in their pursuit of career advancement. A comparison of the mean of the two higher institutes result of sexual discrimination exhibit a higher level sexual discrimination at SMUC ($\bar{x}=2.66$) than AAU ($\bar{x}=2.26$). The test statistics also shows that the difference is significant ($t = -2.364, p = 0.021$).

The focus group discussion reveled that the main reason for such a low level of sexual discrimination is the result of the leadership commitment of the organizations as it is specified in their human resource policy. They also mentioned that courts do consider sexual harassments very seriously and as a result many people refrain from such practices fearing that it does have an unbearable consequence.

Even though the reported level of sexual discrimination is lower than the moderate level it still requires a due attention. Otherwise, the types of sex discrimination experienced by women will have a detrimental impact on women both professionally (e.g., slows their promotion and advancement opportunities and influenced their need to transfer to another unit) and personally (e.g., a loss of confidence and stress).

4.4.2 Lack of Confidence

Low confidence is also believed to influence the likelihood of engaging in a behavior and the length of persistence in that behavior. To measure the prevalence of identity lack of confidence among employee's 7 sub items were developed.

Table 11: Descriptive statistics of Lack of Confidence

Higher Institute	Mean	N	Standard Deviation
AAU	2.93	57	0.82
St. Mary's University College	2.71	40	1.19
Total	2.84	97	0.99

According to table 11 on page 47, the overall and the respective prevalence of lack of confidence among women employee were low. According to it the overall average discrimination made amounts only 2.84 indicating that the perceived level of lack of confidence as hindrance to career advancement is lower. AAU employees ($\bar{x}=2.93$) lacked a greater level of confidence than SMUC ($\bar{x}=2.71$). The mean difference, however, is not statistically significant ($t = 1.030$, $p = 0.307$).

The focus group discussion, however, provided different explanations for it. Employees of SMUC mainly attributed the case for being retained within the organization based on merits. One discussant of SMUC said, "How could we stay up to today if not for our skills." Discussants from AAU, however, felt that one could stay at work though he might be incompetent. The reason forwarded for by AAU employees is the routine nature of the work being done. One woman said, "I am doing the same thing that I started 20 years before."

Though the level of lack of confidence reported is lesser than the requirement to be considered a major career barrier it still needs a consideration. It is the investigator's conviction that having a skilled and versatile workforce in order to compete effectively in the marketplace. And, therefore employees must be willing and open to engage in training and education. Similarly employers also need to provide opportunities and encourage employees to access the training and education. Professional development and the promotional system have to be major themes in the organizations so as to boost the confidence of the employee.

4.4.3 Multiple-role Conflict

To measure the prevalence of multiple role conflict as major barrier among administrative employees 8 items were developed.

Table 12: Descriptive statistics of Multiple Role conflict by organizations

Higher Institute	Mean	N	Standard Deviation
AAU	3.69	57	1.30
St. Mary's University College	2.79	40	1.04
Total	3.32	97	1.27

A mere look at table 12 shown on page 47 seems to imply multiple role conflict is not a major barrier in career women advancement ($\bar{x}=3.32$). The mean of AAU ($\bar{x}=3.69$) is also significantly greater ($t = 3.791, p = 0.000$) than SMUC ($\bar{x}=2.79$).

Table 13: Descriptive statistics of Multiple Role conflict by organizations

Marital Status	Multiple Role conflict	Std. Deviation
Married	4.29	0.86
Single	2.35	0.78
Widowed	2.00	0.35
Total	3.32	1.27

A rearrangement of the data, according to table 13, in terms of marital status clearly brings a different picture to the scene. Multiple role conflict is found to be a major hindrance for married women ($\bar{x}=4.06$) while it is not for single and widowed employees. A further analysis of the result, based on marital status, made it very clear the underlying rationale. The test statistics also showed the mean differences are significant ($f = 3.791, p = 0.000$).

At the focused group discussions the discussants reflect that working women still retain primary responsibility for dependent care and household chores. They felt that women are far more likely than men to report taking time from work to address their children's needs and are more likely to have elder care responsibilities. All of the participants at focus group discussion said that the roles women play at home is by far greater than a man does.

4.4.4 Conflict between Children and Career Demands

A specific form of multiple-role conflict was the one between children and career demands. An example of this conflict was that working late conflicts with supervising children's homework. To measure the extent to which children and career demand were major career barriers among administrative employees 7 items were developed.

Table 14: Descriptive statistics of Conflict between Children and Career Demands

Higher Institute	Mean	N	Std. Deviation
AAU	3.46	57	1.15
St. Mary's University College	2.46	40	1.19
Total	3.05	97	1.26

Table 14 displayed above also vividly shows that the overall result of Conflict between Children and Career Demands is low ($\bar{x}=3.05$) in career advancement of women. Similar to multiple role conflict AAU ($\bar{x}=3.46$) employees exhibit statistically significant ($t = 4.133, p = 0.000$) higher results than SMUC ($\bar{x}=2.46$) employees. A further analysis of the result based on marital status, however, makes it very crystal clear that conflict between children and career demands is a major ($\bar{x}=4.55$) perceived barrier to career advancement of women. The test statistics also showed the mean differences are significant ($f = 42.491, p = 0.000$).

The result on table 14 shows that adopting policies and practices that promote work-life balance is considered to be a critical tool for attracting and retaining women employees. According to the in-depth interview married women usually hold back their professional career when their children were young. And, at a time their children have grown, the organization has decided that I am too old to spend the effort and time on career development (AAU do have an age limit for career development). It is therefore a high time to consider the issue and take appropriate actions. Overall, many respondents of the in-depth interview , thought that improving flexible work practices through, for example, better access to part time hours and leave without pay, were key preventative measures to reduce the conflict between children and career demands.

4.4.5 Inadequate Preparation

The scale inadequate preparation explored the individuals' perceptions of what variables would negatively affect job performance. Some potential variables addressed in the scale were the required personality traits, skills, necessary educational background, and hand-on experience.

Table 15: Descriptive statistics of Inadequate Preparation

Higher Institute	Mean	N	Standard Deviation
AAU	3.00	57	0.62
St. Mary's University College	4.20	40	0.68
Total	3.49	97	0.87

A look at table 15 at page above could create an impression that inadequate preparation ($\bar{x}=3.49$) is not a major barrier for career Advancement. A further analysis of the result based on the organization in which people are working, however, makes it very crystal clear that it is a major career barrier in SMUC. SMUC ($\bar{x}=4.20$) employees exhibit statistically significant ($t = -8.975$, $p = 0.000$) higher results than AAU ($\bar{x}=3.00$) employees.

The case was discussed at a focus group discussion and it was learned that most of the employees of SMUC started working at a lower level and advanced to the higher level through experience. And, sometime whenever there is a turnover of a higher position primacy will be given for internal employees. In such instance they felt the required personality traits, skills; necessary educational background has not been sufficiently gained and therefore they feel inadequate for the jobs they have been called for. Such a feeling is compounded in case were the nature of the work requires a non routine decisions and it deviates from the instances in which they worked under.

4.4.6 Dissatisfaction with Career

The topic of vocational dissatisfaction is approached from general boredom, disappointment in one's career progress and enjoying ones work. To measure the prevalence of dissatisfaction with career as major barrier among administrative employees 7 items were developed

Table 16: Descriptive statistics of Dissatisfaction with career

Higher Institute	Mean	N	Standard Deviation
AAU	2.54	57	0.79
St. Mary's University College	4.52	40	0.83
Total	3.35	97	1.26

Similar to in adequate preparation a look at the above table 16 could create an impression that inadequate preparation ($\bar{x}=3.35$) is very low. A further analysis of the result based on the organization in which people are working, however, makes it very crystal clear that it is a major career barrier in SMUC ($\bar{x}=4.52$). There is also a statistical significance ($t = -11.931, p = 0.000$) difference between the two HIs.

The case was also discussed at a focus group discussion and it was learned that most of the employees of SMUC started work at a lower level and advanced to the higher level by advancing in education. Even after completing their education they usually continue to work at their earlier positions till there is a vacant position. In due time, they feel bored of what they do. Besides, most of the employees of SMUC are working on a job that they are not mainly trained for. These two reasons explain the discrepancy that exists among the two institutes.

4.4.7 Decision-making Difficulties

This scale addresses the phenomenon that the uncertainty about one's own direction made one indeterminate in career choice. Its items explored issues like work-related values, life goals, and awareness of career alternatives.

Table 17: Descriptive statistics of Decision-making Difficulties

Higher Institute	Mean	N	Standard Deviation
AAU	3.16	57	1.08
St. Mary's University College	4.35	40	0.74
Total	3.65	97	1.12

The above table 17 showed that the overall result of Decision-making Difficulties is 3.65 indicating that decision-making difficulties is also high (by approximating) at HIs. Individual analysis also showed SMUC employees exhibited ($\bar{x}=4.35$) a higher and statistically significant difference ($t = -6.041, p = 0.000$) compared to AAU ($\bar{x}=3.16$).

The difference between the two institutes might be the results of once confidence developed through work experience and age maturity. Owing this, a correlation analysis is made between career indecision and once experiences at work (on table 18 page 54) as well as career indecision and the age level reported (on table 19 page 54).

Table 18: Correlation between Career Indecision and Experience of respondents

		Career Indecision	Experience
Career Indecision	Pearson Correlation	1	-0.6102
	Sig. (2-tailed)		0.0000
	N	97	97
Experience	Pearson Correlation	-0.6102	1
	Sig. (2-tailed)	0.0000	
	N	97.0000	97

The above table 18 shows a correlation analysis between respondents experience and career indecision. It indicates a moderate level of negative significant linear relationship ($r=-0.61$, $p=0.000$) between career indecision and experience.

Career indecision elements exhibited in younger women are, as per the in-depth interview result, the reflections of changing once mind again and again about career plans, becoming unsure of work-related values and lacking information about possible jobs/careers. And, it usually occurs at a time a where one is thinking about changing a job or choosing school subjects or university programs. The indecision is, therefore, likely to be resolved with the assistance of appropriate interventions, including access to appropriate career-related information and assistance with clarifying values and goals.

Table 19: Correlation between Career Indecision and age of respondents

		Career Indecision	Age
Career Indecision	Pearson Correlation	1	-0.7482**
	Sig. (2-tailed)		0.0000
	N	97	97
AGE	Pearson Correlation	-0.7482**	1
	Sig. (2-tailed)	0.0000	
	N	97.0000	97

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

Table 19, on page 53, also showed a correlation analysis between respondents experience and career indecision. It indicated that a strong negative significant liner relationship ($r=-0.61$, $p=0.75$) between career indecision and experience.

The correlation between experience and age with respect to career indecision shows that the discrepancy between the two His is mainly related to ages and experience. It seems that early years of employment are a watershed in career development, as this is when young people actively explore their interests and aptitudes and explore their interests and aptitudes and develop career-related goals and aspirations in the context of testing their personal strengths and weaknesses against available job opportunities.

As per the in-depth interview result, when the age level of the employees are increasing however they want to capitalize upon the experiences they have accumulated than venturing up on a totally

new journey in career. Owing the fact that 95% of the employees are less than or equal to age thirty the discrepancy that exists between the two could be explained. The focused group discussion implied that younger employees seem to be unsure of what they wanted to pursue as a career while a relatively older one seems to settle for what they have.

4.4.8 Job Market Constraints

This scale addressed the external barriers encountered by the respondents. The items in the scale matched the recent business climate of Ethiopia. Its statements explored the effects of a tight job market, economic restructuring, and so on.

Table 20: Descriptive statistics of Job Market Constraints

Higher Institute	Mean	N	Std. Deviation
AAU	3.57	57	1.04
St. Mary's University College	4.02	40	1.81
Total	3.76	97	1.42

The above table 20 showed also the overall result of Job Market Constraints was 3.76 indicating that it a major career barrier (by approximating) for women employee. Individual analysis shows SMUC employees exhibited a greater level of job market constraint (\bar{x} =4.04) than AAU (\bar{x} =3.57).The exhibited difference is however not significant ($t=-1.936$, $p=.3181$).

4.4.9 Difficulties with Networking / Socialization

Each position had its unique performance standard for advancement, both written and implicit. The standard also related closely to the organization culture. In many cases, employees not only needed to perform well, but also to understand and meet the expectations from boss and even

other colleagues. In this study, however, its items stressed the job advancement aspect and the availability of role models in one's environment. To identify difficulties with networking/socialization 6 items were developed.

Table 21: Descriptive statistics of Difficulties with Networking / Socialization

Higher Institute	Mean	N	Standard Deviation
AAU	3.96	57	1.01
St. Mary's University College	4.02	40	1.06
Total	3.98	97	1.03

The above table 21 showed that the overall average result of Difficulties with Networking / Socialization is 3.98 indicating that it is a major career barrier for women employee. In this regard, the focus group discussion emphasized lack of lower number of role models assuming higher positions. The difference between AAU ($\bar{x}=3.96$) and SMUC ($\bar{x}=4.02$) is not found to be statistically significant ($t=-302, p=.764$).

4.4.10 Disapproval by Significant Others

A four item scale was also included to determine to what extent the disapproval by significant others made barrier for carrier advancement. The result showed a very low level ($\bar{x}=1.91$). The plausible explanation might be because almost all of the respondents are participating in traditional careers which are acceptable for women. And, therefore they did not face as such disapproval form others. The difference between the two HIs is not also statistically significant ($t=183, p=.856$).

Table 22: Descriptive statistics of Disapproval by Significant Others

Higher Institute	Mean	N	Standard Deviation
AAU	1.92	57	0.585
St. Mary's University College	1.89	40	0.808
Total	1.90	97	0.682

Work interests and self-efficacy expectations usually begin to develop in early childhood and are influenced, often inadvertently, by parents, teachers, and peers through the process of socialization. As children engage in play and early work activities, some activities are rewarded and reinforced, while others are not. Many of these work-related activities have traditionally been defined and distributed along gender lines, which influences people's expectations about what types of work are open to them, what types they can best perform, and what types will satisfy their needs. Owing the fact that the respondents are not engaged in non-traditional or man dominated careers (for example, computer science or engineering) they were not disapproved by significant others and therefore it is not perceived as major career barrier.

Chapter Five

Summary, Conclusions, and Recommendations

5.1 Summary

The overall objective of the research was to explore the major career barrier as perceived by women employees assuming administrative post in their career advancement at selected Higher Institutes. More specifically, the objectives of the study were: to identify major career advancement barriers perceived by women employees at Higher Institutes, to identify similarities and differences between Public Higher Institutes and Private Higher Institutes in relation with perceived major career barriers, and to explore the relationships between the women's demographic characteristics and the perceived career barriers.

To meet these objectives, this study employed both quantitative study and qualitative interview. The quantitative study used was The Women Career Barrier Inventory developed by the researcher, basically adopted form CBI-Revised. It consists of 69 items scored on 10 sub scales to discover the career barriers of. 97 total respondents filled and returned the questioner of which 57 were from Addis Ababa University and the rest 40 were from Saint Mary's University College from a sampling frame of 806 employees which 527 were from AAU and the rest 279 were from SMUC.

The methods used to collect information for the study included a combination of such techniques as questionnaire and a focused group discussions interview. Questioner items on perceived major career barriers of women advancement were prepared from existing literatures in the area. The questionnaire prepared was totally quantitative and all are close-ended questions. The questionnaire was prepared in Amharic for the purpose of data collection.

The survey questionnaire has two parts. The first part of the questionnaire deals with employee's personal information. The second part of the questioner is mainly adopted form *Career Barriers Inventory-Revised (CBI-R)*. This self reported questioner had a 69-item scale to asses the major perceived career-related barriers on 10 dimensions. The second one was a qualitative interview made with a focused group discussion with selected 7 participants of which 4 are from AAU and the rest 3 were from SMUC.

The Statistical Package for Social Science (SPSS) version 10 was used to analyze the quantified data captured through questionnaire responses, from which reports in tabular format were used with appropriate descriptive statistics. Responses are made using a 7-point Likert scale (1 = *would not hinder at all*; 7 = *would completely hinder*). Subscale scores are obtained by summing the numeric rating of each item within the subscale and dividing by the number of items in the subscale.

A result which is less than 4 was considered to be indicating a low barrier, 4 indicating a moderate level of barrier and above implies the barrier is high. To test the significance between the groups independent t test, one way ANOVA were employed. T test were used to compare the mean result of two categories and one way ANOVA when the categories were more than 2. Correlation analyses were also used to assess the relationship between women's demographic characteristics (Years of experience and age) and the perceived career barriers.

The research was conducted with a total of 97 women administrative employees of St. Mary's University College (SMUC) and Addis Ababa University (AAU). 58.76% of the respondents were of AAU while the rest from SMUC. 95% of SMUC employees are less than or equal to age

thirty while 57% of AAU are above age thirty. The respondent's religious affiliation in order of magnitude was orthodox, protestant, Muslims and Catholics. Most (68%) of the respondents of AAU are married while the majority of SMU (73%) college were singles. There was no divorce cases reported and widows amount only 2.07% of total respondents. Most of AAU (63%) employees do have children compared to St. SMUC (17.5%).

Relatively speaking most of the respondents of AAU are holding diploma (91.23%) while for SMUC accounts only 60%. In contrast, first degree holders of AAU very low (1.75%) compared to SMUC (7.5%). The numbers of employees who are at certificate level and below are higher in St. Mary's University College (32.5%) than Addis Ababa University (7.01%). The majority of the respondents (87.50) of SMUC work experience is less than or equal to five years while AAU accounts such a people account only 28.07%.

The overall average perceived career advancement barriers reported is amounts 3.13 which give an impression that women generally perceive a lower level of career barrier in their career advancement. And, there exist also no statistically significant difference between AAU and SMUC. A look at the sub items, however, gives a detailed view of the matter. The followings are the summary results of the research.

Sexual Discrimination was not perceived as a major barrier to career advancement for since it is low. Relatively speaking, however, SMUC employees showed a higher and statistically significant amount than AAU. The overall and the respective prevalence of lack of confidence among women employee is also low. And yet SMUC employees lacked a greater level of confidence than SMUC but the difference is not statistically significant.

Multiple role conflict and conflict between children and career demands were found to be a major hindrance for married women. Inadequate preparation is not perceived as major career barrier for AAU employees for since the average value is low but it is a major career barrier for SMUC. The difference is also statistically significant. Dissatisfaction with Career is not perceived as major career barrier for AAU employees for since it is lesser than the moderate level but it is a major career barrier in SMUC. The difference is also statistically significant. Decision-making Difficulties is not perceived as major career barrier for AAU employees but it is a major career barrier in SMUC. The difference is statistically significant. Further analysis of the data by age showed that the discrepancy is mainly related to ages and experience. Age and experience are found to be negatively correlated with career indecision. The relationship is strong between age and career indecision and moderate between experiences.

The overall result of Job Market Constraints is also indicates a major perceived career barrier but and higher level but statistically significant for SMUC. A difficulty with Networking / Socialization is perceived as a major career barrier and the difference between AAU and SMUC is not found to be statistically significant. The overall result of disapproval by significant others was very low and therefore it is not a perceived as career advancement barrier. And the difference between the two HIs was not significant.

5.2 Conclusions

5.2.1 The major perceived career advancement barriers

The overall perceived career advancement barriers reported seems to imply women generally did perceive a low level of barrier in their career advancement. And, there exist no statistically significant difference between AAU and SMUC. But individual analyses of sub scales indicate there are some major barriers.

The reported level of Sexual Discrimination was low and therefore it was not perceived as a major barrier to career advancement. The overall and the respective prevalence of lack of confidence is lower among women employee that meant it is not a major hindrance factor for career advancement.

Multiple role conflict is found to be a major hindrance for married women but not for singles and widows. Inadequate preparation is not perceived as major career barrier. Dissatisfaction with Career is not perceived as major career barrier for since its reported level is low. The overall level of decision-making Difficulties reported was also low indicating that women did not perceived it as a major career barrier. The overall result of Job Market Constraints also indicates that it is a major perceived career barrier .A difficulty with Networking / Socialization is also similarly perceived as a major career barrier for the reported level exceeds the moderate requirement. The overall result of Disapproval by significant others was so low that it was not a perceived career advancement barrier.

5.2.2 Relationship between demographic Characteristics and the perceived career barriers

The research included seven demographic variables, namely, age, religion, marital status, number of children, organization in which they are working in, educational level, years of experience. Of these variables age and years of experience were correlated with the total scale and the respective scales. However, it is only age and experiences were found to be negatively correlated with career indecision. The relationship is strong between age and career indecision while it was moderate between years of experience and career indecision.

5.2.3 Similarities and differences between Public Higher Institutes and Private Higher Institute in relation with perceived major career barriers

The respective perceived career advancement barriers reported for two institutes is less than 4 implying that women generally did not perceive a higher level of barriers in their career advancement. Even though the reported level of lack of confidence is greater in AAU than SMUC the difference is not statistically significant. The Job Market Constraints is a major perceived career barrier for both and it is the difference between the HIs was not statistically significant. A difficulty with Networking / Socialization is perceived as a major career barrier and the difference between AAU and SMUC is not found to be statistically significant. Disapproval by Significant Others is not also perceived as a career barrier for both institutes and the difference is not significant. The result of Disapproval by significant others was so low and the difference between the two HIs was not significant.

SMUC employees showed a higher and statistically significant amount than AAU related to sexual discrimination. Inadequate preparation is not perceived as major career barrier for SMUC

employees but it is a major career barrier in AAU. The difference is also statistically significant. Dissatisfaction with Career is not perceived as major career barrier for AAU employees but it is a major career barrier in SMUC. The difference is again statistically significant. Decision-making Difficulties is not perceived as major career barrier for AAU employees but it is a major career barrier in SMUC. The difference is statistically significant.

5.3 Recommendations

Related to work family conflict and children demand various intervention mechanisms need to be followed both at individual level as well as at organizational level. At organizational level flexibility in working hours, stop demanding employees to commit more than the working hours, increase access to child care, and introducing leave without pay schemes might be considered as options. At individual level at home probably the father (husband) need to be also active and share some of the burdens in domestic works.

Related to difficulty with Networking / Socialization women need to have access to both formal and informal networking. The informal networking has to be mainly designed in cooperation with women senior managers. This is basically because in today's environment of heightened awareness of cross-gender issues, potential male mentors can be hesitant to step up to this opportunity. But if women are to be mentored only by women potential mentors are going to be quite few than the demand. Therefore, there has to be a way by which men also could be used as mentors. In this regard, a formal networking could be applicable with male senior managers. Formal networking is suggested than informal ones so as to reduce the likelihood of grapevine overloads with sexual innuendoes.

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SMUC employees showed a higher and statistically significant amount than AAU related to sexual discrimination. The management of the organization needs to be observing the case. Inadequate preparation is also a major career barrier in SMUC. To resolve the problem required some sort of training on skills, necessary education, and hand-on experience need to be facilitated. Dissatisfaction with Career is also a major career barrier in SMUC. The Institute management has to find out the causes and take appropriate action. To reduce decision making difficulty introducing career counseling might be considered as an option so that uncertainty related one's own direction made could be significantly reduced.

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የሴቶች የስራ ቦታ እድገት መሰናክል መለያ መጠይቅ

የመጠይቁ አላማ

በመጀመሪያ በዚህ ትምህርታዊ ጥናት ስር ለመሳተፍ ፈቃደኛ በመሆኖ ከልብ ላመስግንዎ እወዳለሁኝ። የጥናት መጠይቁ የተዘጋጀው በአዲስ አበባ ዩኒቨርሲቲ የስነልቦና ትምህርት ክፍል በምክር ስነልቦና ዘርፍ ወስጥ ለድህረምረቃ ድግሪ ሚሚያ ሲሆን መሰረታዊ አላማውም ሴቶች በሚሰሩት ስራ (መስክ) ወስጥ የሚገባቸውን ያህል እንዳያድጉ መሰናክል የሆኑ ርእሰ ጉዳዮች ነቅሶ ማውጣትና ጥናቱ ባላያቸው ርእሰ ጉዳዮች ላይ የመፍትሄን አቅጣጫ ለመጠቀም ጭምርም ነው። ሥለዚህም የሚልሱት መልስ ሙሉ በሙሉ አገልግሎቱ በዋነኛነት በርእሰ ጉዳዩ ዙሪያ ጥናታዊ ጽኑነትን ለማዘጋጀት አንደሆነ በማወቅ የሚመልሱት እውነተኛ መልስዎ የጥናቱን ውጤታማነት ስለሚወስን ተክክለኛዎን ምርጫዎን እንዲያስታውቁን ከወዲሁ ይለመናሉ።

የአመላለስ ማብራሪያ

ጥናታዊ መጠይቁ ሁለት መሰረታዊ ክፍሎች ያሉት ሲሆን አንደኛው የህይወቱን ዳራ መረጃ የሚሰበስብ ሲሆን ሁለተኛው ደግሞ ምናልባት መሰናክል ይሆናሉ ብሎ ያሰባቸውን ርእሰ ጉዳዮችን በዝርዝር ያካተተ ነው። በዚህ መጠይቅ ወስጥ መሰናክል የሚለው ቃል የሚያመለክተው በሚሰሩበት የስራ መስክ ወስጥ በሚገባዎ መጠን እንዳያድጉ ያደረጉትን ርእሰ ጉዳይ ነው። ስለዚህም ጥያቄዎች በሚመልሱበት ጊዜ እራሳዎን ርስት-ገዳዩ በምን ያህል መጠን ለሴትነቱ ስኬቱ መሰናክል ሆኗል ብለው እንደሚያስቡ ይጠይቁ። መልስዎ በእርግጥ መሰረታዊ መደናቀፍ ነው ብለው ካመኑ መልስዎ ከ 4 ወደ 7 እየተጠጋ የሚሄድ ሲሆን በተቃርኖው በፍጹም መደናቀፍ አልኖነብኝም ብለው ካሰቡም መልስዎ 4 ወደ 1 እየቀነሰ የሚሄድ ይሆናል። 4 ቁጥር የሚያመለክተው በተወሰነ መልኩ ወይም በመካከለኛ ደረጃ መደናቀፍ ሆኖብኛል የሚለውን ነው። ሐሳቡን በደንብ መረዳት እንዲያስችልዎ ከዚህ በታች የተመለከተውን የቁጥር መስመር መመልከት ይችላሉ።

- 20. በምን ዓይነት ጥሪ መሆኑን ለማረጋገጥ ለሚያስፈልገው ማንኛውም ሰነድ ማቅረብ ይገባል
- 19. ለምን ስራ ላይ ለመገኘት ለሚችሉ ሰነድ ማቅረብ ይገባል
- 18. አሁን ያሉትን ሰነድ ለማቅረብ ለሚችሉ ሰነድ ማቅረብ ይገባል
- 17. ለምን ስራ ላይ ለመገኘት ለሚችሉ ሰነድ ማቅረብ ይገባል
- 16. ለምን ስራ ላይ ለመገኘት ለሚችሉ ሰነድ ማቅረብ ይገባል
- 15. በምን ስራ ላይ ለመገኘት ለሚችሉ ሰነድ ማቅረብ ይገባል
- 14. ለምን ስራ ላይ ለመገኘት ለሚችሉ ሰነድ ማቅረብ ይገባል
- 13. ለምን ስራ ላይ ለመገኘት ለሚችሉ ሰነድ ማቅረብ ይገባል
- 12. ለምን ስራ ላይ ለመገኘት ለሚችሉ ሰነድ ማቅረብ ይገባል
- 11. ለምን ስራ ላይ ለመገኘት ለሚችሉ ሰነድ ማቅረብ ይገባል
- 10. ለምን ስራ ላይ ለመገኘት ለሚችሉ ሰነድ ማቅረብ ይገባል
- 9. ለምን ስራ ላይ ለመገኘት ለሚችሉ ሰነድ ማቅረብ ይገባል
- 8. በምን ስራ ላይ ለመገኘት ለሚችሉ ሰነድ ማቅረብ ይገባል
- 7. ለምን ስራ ላይ ለመገኘት ለሚችሉ ሰነድ ማቅረብ ይገባል
- 6. ለምን ስራ ላይ ለመገኘት ለሚችሉ ሰነድ ማቅረብ ይገባል
- 5. ለምን ስራ ላይ ለመገኘት ለሚችሉ ሰነድ ማቅረብ ይገባል
- 4. ለምን ስራ ላይ ለመገኘት ለሚችሉ ሰነድ ማቅረብ ይገባል
- 3. ለምን ስራ ላይ ለመገኘት ለሚችሉ ሰነድ ማቅረብ ይገባል
- 2. ለምን ስራ ላይ ለመገኘት ለሚችሉ ሰነድ ማቅረብ ይገባል
- 1. ለምን ስራ ላይ ለመገኘት ለሚችሉ ሰነድ ማቅረብ ይገባል

የሰነድ

() አሁን ስራ ላይ ለመገኘት ለሚችሉ ሰነድ ማቅረብ ይገባል

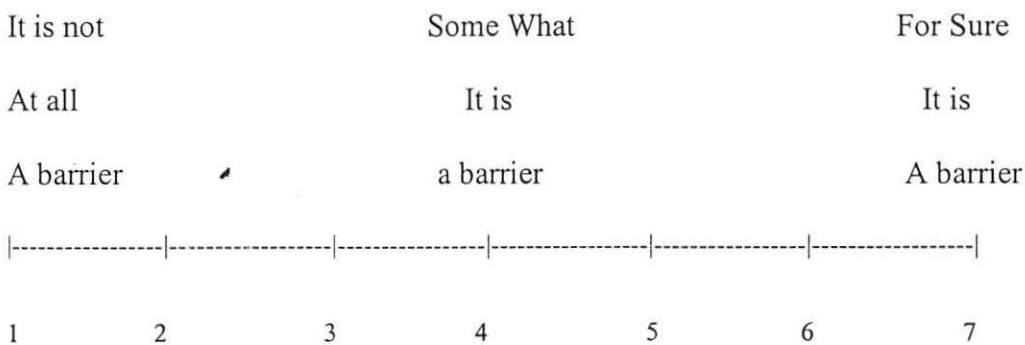
- _____ 21. የቤት ውስጥ(ከአጋር ወይም ከልጅ) ጭንቀት የስራ ውጤታማነቱ ላይ ያደረሰው ተጽኖ
- _____ 22. ስራዬ የሚፈልገው ባህሪ ማጣቴ (ለምሳሌ የሚፈልጉትን ነገር አስረግጦ መናገር)
- _____ 23. በስራዬ እድገት ፍጥነት ቅር መሰኘቱ
- _____ 24. ሌሎች የማክብራቸው ሰዎች ተሰማራውበት የስራ መስክ ለሌሎች የሚመረጥ አይደለም ማለታቸው
- _____ 25. በስራዬ ላይ ፍላጎት ማጣቴ
- _____ 26. ለልጆቼ ብዬ ስራ ከቋረጥኩ በኋላ መልሶ ስራ ማግኘት ማስቸገሩ
- _____ 27. ከኢኮኖሚው ለውጥ የተነሳ በስራ መስኬ ማቀድ አስቸጋሪ መሆኑ
- _____ 28 ስራዬ ከኔ የሚፈልገውን ክህሎት ማጣቴ
- _____ 29. ንደኞቼ የስራ ምርጫዬን አለመቀበላቸው
- _____ 30. ልጆች ከወለድኩ በኋላ የድሮ ቦታዬን እንደቀድሞው በትጋት ማስጠበቅ አለመቻሌ
- _____ 31.የስራ መስኬን አቅጣጫ በእርግጠኛነት መወሰን አለመቻሌ
- _____ 32. የስራ አማራጮቼን በእርግጠኛነት አለማወቁ
- _____ 33. የቤተሰብ እቅድና የስራ እቅድ መጋጨታቸው
- _____ 34. በሚገባኝ መጠን ስራው ለሚፈልገው ነገር አለመዘጋጀቱ በስራዬ ላይ ያደረሰብኝ ተጽእኖ
- _____ 35. ተምሳሌት የሚሆነኝን ሰው በስራ ቦታዬ አለማግኘቴ
- _____ 36.ከሴትነቴ የተነሳ ለመቀጠር የደረሰብኝ መድሎ
- _____ 37. ከአጋሪ ወይም ከንደኛዬ ድጋፍ አለማግኘቴ
- _____ 38. ስለራሴ ያለኝ አመለካከት ዝቅተኛ መሆን
- _____ 39.ከጋብቻ ሁኔታዬ የተነሳ የደረሰብኝ መድልዎ
- _____ 40. ወላጆቼ ወይም ቤተሰቤ የመረጥኩትን ስራ አለመወደዳቸው
- _____ 41. አለቃዬ ስለሌሎች ያለው አመለካከት ጥሩ አለመሆን
- _____ 42. ወንዶች ከሌሎች ይልቅ እድገትን ደጋግመው ማግኘታቸው
- _____ 43. በስራዬ የማደግ እድል አለመኖሩ
- _____ 44. መቀጠር ስለምችልባቸው የስራ እድሎች ያለኝ መረጃ አናሳ መሆኑ
- _____ 45. በተሰማራውበት ስራ መስክ ለወደፊት ያለው እድል አመርቂ አለመሆን

- _____ 46. በምሰራው ስራ ደስተኛ አለመሆኑ
- _____ 47. ስራዬ የሚጠብቅብኝን አካላዊ ሆነ ስሜታዊ ብቃት ሟሟላት አለመቻሉ
- _____ 48. በህይወቴ ውስጥ የምፈልገውን ጉዳይ በትክክል አለማወቁ
- _____ 49. የስራ ሰአቱ ሊዛነፍ አለመቻሉ ለቤተሰቤ ባለኝ ሃላፊነት ላይ ያደረሰው ተጽኖ
- _____ 50. በስራ መስክ አንዴት ማደግ አንዳለብኝ አለማወቁ
- _____ 51. ለምፈልገው ስራ የሚያስፈልገኝ የትምህርት ደረጃ አለመኖሩ
- _____ 52. በምሰራበት ቦታ የደረሰብኝ የወሲብ ትንኮሳ
- _____ 53. በስራ መስክ አንዳድግ የሚረዱኝን ትክክለኛ ሰዎች አለማወቁ
- _____ 54. መስራት ለምፈልገው ስራ የሚያስፈልገኝ ልምድ ስለሌለኝ
- _____ 55. በሰለጠንኩበት መስክ የቀጣሪዎች ፍላጎት አለመኖሩ
- _____ 56. የስራ ቦታ ጭንቀት የቤት ውስጥ ህይወቴ ላይ ያደረሰው ተጽእኖ
- _____ 57. ከስራ በጊዜ መውጣቴና ከስራ ሰአት ውጭ አለመቆየቴ እንደድክሙት መቆጠሩ
- _____ 58. በመስሪያ ቤት ውስጥ ከቤተሰብ ጋር ተያይዘው ለሚነሱ ጉዳዮች ትኩረት አለመሰጠቴ
- _____ 59 በመስሪያ ቤት የወንዶች ድርሻ እንደመሪ መታየትና የሴቶች ድርሻ እንደ ድጋፍ ሰጪ መቆጠሩ
- _____ 60 በርካታ ስራዎች የሚከናወኑት ከስራ ሰአትና ከመስሪያ ቤት ውጭ መሆኑ
- _____ 61 በምሰራበት መስሪያ ቤት ውስጥ የሴት አመራር ብዙ ቦታ ስለማይሰጠው
- _____ 62 በምሰራበት መስሪያ ቤት ውስጥ ሰራተኞች ከወሲብ ጋር የተያያዙ ቀልዶችንና ጫወታዎች ትክክልና ምንም ችግር እንደሌላቸው ተደርጎ መቆጠሩ የፈጠረብኝ ስሜት
- _____ 63 በምሰራበት መስሪያ ቤት ውስጥ ከሴት አለቃ ይልቅ የወንድ አለቃ መመረጡ
- _____ 64 የሴቶች አመራር በሌሎች ሴቶች ዘንድ እዉቅና ተሰጥቶት አለመታየቱ
- _____ 65 ስራዬ ከኔ የሚፈልገው ተጨማሪ ጥረትን ቦታ በመስጠት ተጨማሪ ትጋት አለማሳየቴ
- _____ 66 ከስራዬ በፊት ቅድሚያ ለቤተሰቤ መስጠቴ
- _____ 67 የአመራር ብቃት አለኝ ብዬ አለማመኔ
- _____ 68 በመተማመንና በልበሙሉነት ተሞልቼ መናገር ስለሚያቅተኝ
- _____ 69 ሴትና ወንድ በትዳር ሲጎዳኝ ከሴቲቱ ይልቅ ለወንዱ ቅድሚያ ሊሰጠው ማስፈለጉ

Women Career Advancement Barriers Inventory

First of all, I would like to thank you for your willingness to participate in this study. The study is being prepared is to be submitted to the school of Graduate Studies of Addis Ababa University, in partial fulfillment of the requirements for the Degree of M.A in Counseling Psychology, in Psychology Department. The overall purpose of the study is to explore the major career barrier as perceived by administrative women in their career advancement at selected Higher Institutes and to provide some recommendations. Therefore, the answers you will provide will be strictly used only for educational purposes and they will remain anonymous and confidential. Owing the fact, the truthfulness of your answers will determine the value of the research you are requested to provide an honest answer.

The questioner to be filled does contain two parts. The first part collects personal information while the second one collects information on Perceived carrier advancement barriers. In this study the term perceived advancement barriers meant a factor that would hinder women from advancing at their career. In this regard 69 items are included. In answering them you can choose from 1 to 7. If you think that it is not at all a barrier you can choose 1 and if it is for sure a very major barrier you can choose 7. If you think it is some what a barrier you can choose 4. Whenever the degree of barrier is becoming lesser than moderate you could choose based on magnitude numbers less than 4. Similarly, whenever the degree of barrier is becoming greater than moderate you could choose based on magnitude numbers more than 4. To further understand the concept you could look at the following line given below.



Part I: Personal Information

8. Age-----

9. Religion (Please tick the appropriate answer)

-----Orthodox

----- Muslim

----- Protestant

----- Catholic

----- Others

10. Marital Status (Please tick the appropriate answer)

-----Married

----- Single

-----Divorced

----- Widowed

11. Number of Children-----

12. Types of Higher Institution You are working in

-----Private Higher Institute

----- Public Higher Institute

13. Educational Level

-----Less than grade 8

----- From Grade 8-10

-----Preparatory level (Grade 11-12)

-----Certificate

-----Diploma

----- First Degree

-----Second degree and above

14. Total Years of Experience in any types of work-----

Part II: Experience of Career barrier Inventory (please choose form 1 to 7 and write in the right side of the space given in each question)

___ 1. Unsure of my career goals

___ 2. Needing to take time off work when children are sick or on school breaks

___ 3. Needing to relocate because of my spouse's/partner's job

___ 4. Changing my mind again and again about my career plans

___ 5. Discrimination by employer because I have, or plan to have, children

___ 6. Unsure of how to "sell myself" to an employer

- _____ 7. Becoming bored with my job/career
- _____ 8. Feeling a conflict between my job and my family (spouse and/or children)
- _____ 9. Unsure of my work-related values
- _____ 10. Difficulty in finding a job due to a tight job market
- _____ 11. Feeling pressure to "do it all" - expected to do well as parent, spouse, career person, etc.
- _____ 12. Not feeling confident about my ability on the job
- _____ 13. Not being able to find good day-care services for my children
- _____ 14. My spouse/partner doesn't approve of my choice of job/career
- _____ 15. Not feeling confident about myself in general
- _____ 16. Not wanting to relocate for my job/career
- _____ 17. Feeling guilty about working while my children are young
- _____ 18. The comfort that I have at my present organization prohibiting me from searching another job
- _____ 19. Not being paid as much as coworkers of the opposite sex
- _____ 20. Being undecided about what job/career I would like
- _____ 21. Stress at home (spouse or children) affecting my performance at work
- _____ 22. Lacking the required personality traits for my job (e.g., assertiveness)
- _____ 23. Disappointed in my career progress (e.g., not receiving promotions as I would like)
- _____ 24. The beliefs of other people's whom I respect that certain careers are not appropriate for people of my sex
- _____ 25. Losing interest in my job/career
- _____ 26. Difficulty in re-entering job market after taking time off to care for my children
- _____ 27. Difficulty in planning my career due to changes in the economy
- _____ 28. Lacking the required skills for my job (e.g., communication)

- _____ 29. Disapproval from my friends the work I am doing
- _____ 30. Difficulty in maintaining the ground gained at my job after having children
- _____ 31. Not being sure how to choose a career direction
- _____ 32. Unsure of what my career alternatives are
- _____ 33. Conflict between marriage/family plans and my career plans
- _____ 34. Lack of maturity interferes with my career
- _____ 35. Not having a role model or mentor at work
- _____ 36. Experiencing sex discrimination in hiring for a job
- _____ 37. Not receiving support from my spouse/partner
- _____ 38. Having low self-esteem
- _____ 39. Discrimination due to my marital status
- _____ 40. My parents/family don't approve of my choice of job/career
- _____ 41.. Having a boss or supervisor who is biased against people of my sex
- _____ 42. People of the opposite sex receive promotions more often than people of my sex
- _____ 43. No opportunities for advancement in my career
- _____ 44. Lacking information about possible jobs/careers
- _____ 45. The outlook for future employment in my field is not promising
- _____ 46. Being dissatisfied with my job/career
- _____ 47. Unable to deal with physical or emotional demands of my job
- _____ 48. Unsure of what I want out of life
- _____ 49. Having an inflexible work schedule that interferes with my family responsibilities
- _____ 50. Unsure of how to advance in my career
- _____ 51. Lacking the necessary educational background for the job I want
- _____ 52. Experiencing sexual harassment on the job

- _____ 53. Not knowing the “right people” to get ahead in my career
- _____ 54. Lacking the necessary hands-on experience for the job I want
- _____ 55. No demand for my area of training/education
- _____ 56. Stress at work affecting my life at home
- _____ 57. Considering leaving the work on time and not staying beyond regular hour as a sign of failing
- _____ 58. The organizational failure of considering seriously family related issues
- _____ 59. A prevalence of a belief that women are followers while men are leaders
- _____ 60 the fact that most of the works of the organizations are conducted outside the organization and outside working hours
- _____ 61 Failure in the organizational culture to take seriously women leadership
- _____ 62 A negative feeling created from considering sexually related issues at work place as if they were normal
- _____ 63 Preference of employees to have a male boss than a female boss
- _____ 64 Women leadership is not being taken seriously by other women
- _____ 65 not exerting extra effort required by my job beyond normal working hours
- _____ 66 Giving priority to my family before my work
- _____ 67 failing to believe I have leadership ability
- _____ 68 failing to speak confidently
- _____ 69 The belief that in a relationship a priority has to be always given to the man

Annex 3: English Version of Focus Group Discussion Items

1. Do you perceive the level of Sexual Discrimination prevalent in your organizations as a major career barrier in your career advancement? If so in which organization (SMUC or AAU) do you think it will be higher? And why do you think it is higher?
2. Do you perceive the level of Lack of Confidence of employees in your organizations is a major career barrier in your career advancement? If so in which organization (SMUC or AAU) do you think it will be higher? And why do you think it is higher?
3. Do you perceive Multiple-Role Conflict as a major career barrier in your career advancement?
4. Do you perceive Conflict between Children and Career Demands as a major career barrier in your career advancement?
5. Do you perceive Inadequate Preparation of employees in your organizations is a major career barrier in your career advancement? If so in which organization (SMUC or AAU) do you think it will be higher? And why do you think it is higher?
6. Do you perceive the level of Disapproval by Significant Others as a major career barrier in your career advancement? If so in which organization (SMUC or AAU) do you think it will be higher? And why do you think it is higher?

7. Do you perceive the levels of Decision-Making Difficulties of employees in your organizations are a major career barrier in your career advancement? If so in which organization (SMUC or AAU) do you think it will be higher? And why do you think it is higher?
8. Do you perceive the level of Dissatisfaction with Career of employees in your organizations is a major career barrier in your career advancement? If so in which organization (SMUC or AAU) do you think it will be higher? And why do you think it is higher?
9. Do you perceive the level of Job Market Constraints to be a major career barrier in your career advancement? If so in which organization (SMUC or AAU) do you think it will be higher? And why do you think it is higher?
10. Do you perceive the level of Difficulties with Networking/Socialization to be a major career barrier in your career advancement? If so in which organization (SMUC or AAU) do you think it will be higher? And why do you think it is higher?

Annex 4: Amharic Version of Focus Group Discussion Items

1. በምትሰሩበት መስሪያቤት ውስጥ በፍጥረታችሁ ሴት ከመሆናችሁ የተነሳ የተደረገባችሁ መድሎ በስራችሁ ውስጥ የሚገባችሁን ያህል እንዳይደገብና ውጤታማ እንዳትሆኑ መሰናክል ሆኖባችኋል ወይ? ከሆነ ደግሞ ከሁለቱ የትምህርት ተቋማት ውስጥ በንጽጽርሽ የየትኛው ተጽእኖ ላቅ ይላል? ለምንስ ተጽእኖዉ ከሌላኛዉ ይልቅ የበለጠ ይመስላችኋል?
2. በምትሰሩበት መስሪያቤት ውስጥ ሴቶች ስለራሳቸዉ ያላቸዉ መተማመን ማነስ በስራቸዉ ውስጥ የሚገባቸዉን ያህል እንዳይደገብና ውጤታማ እንዳይሆኑ መሰናክል ሆኖባችኋል ወይ? ከሆነ ደግሞ ከሁለቱ የትምህርት ተቋማት ውስጥ በንጽጽርሽ የየትኛው ተጽእኖ ላቅ ይላል? ለምንስ ተጽእኖዉ ከሌላኛዉ ይልቅ የበለጠ ይመስላችኋል?
3. ያገቡ ስዎች እንደቤተሰብ ሃላፊና እንደ ተቀጣሪ ሰራተኛ ውጤታማ ለመሆን የሚያደርጉት ተደራራቢ ሃላፊነት በስራችዉ ውስጥ የሚገባችዉን ያህል እንዳይደገብና ውጤታማ እንዳይሆኑ መሰናክል ሆኖባችኋል ወይ?
4. ልጆች ያላቸዉ ሴቶች እንደ እናት እና እንደ ተቀጣሪ ሰራተኛ ውጤታማ ለመሆን የሚያደርጉት ተደራራቢ ሃላፊነት በስራችዉ ውስጥ የሚገባችዉን ያህል እንዳይደገብና ውጤታማ እንዳይሆኑ መሰናክል ሆኖባችኋል ወይ?
5. ሴቶች ስራዉ በሚፈልገዉ መጠን አለመዘጋጀታቸዉ (በትምህርት ደረጃ ፣ በልምድ መጠንና በሌሎች ስራዉ ከነሱ በሚጠብቃቸዉ ክህሎቶች) በስራቸዉ ውስጥ የሚገባችዉን ያህል እንዳይደገብና ውጤታማ እንዳይሆኑ መሰናክል ሆኖባችኋል ወይ? ከሆነ ደግሞ ከሁለቱ የትምህርት ተቋማት ውስጥ በንጽጽርሽ የየትኛው ተጽእኖ ላቅ ይላል? ለምንስ ተጽእኖዉ ከሌላኛዉ ይልቅ የበለጠ ይመስላችኋል?

6. ሴቶች በህይወታቸው ውስጥ አስተያየታቸውን ልብ ብለው ከሚያደምጧቸው የቅርብ ሰዎቻቸው (ከዘመድ፣ ከቅርብ ጓደኛ ወይም ከትዳር አጋር) የደረሰባቸው ከሚሰሩት ስራ የተነሳ ወይም ስራተኛ ከመሆናቸው የተነሳ የደረሰባቸው ተቀባይነት ማጣት በስራቸው ውስጥ የሚገባችውን ያህል እንዳያደጉና ውጤታማ እንዳይሆኑ መሰናክል ሆኖባችኋል ወይ?

7. ሴቶች ከመረጡት የስራ መስክ እና ከሚሰሩት ስራ ጋር ተያይዞ መወሰን ባለባቸው ርእሰ ጉዳይ ዙሪያ መወሰን መቸገራቸው (የሚፈልጉትን ነገር በትክክል አለማወቅ፣ ፍላጎቶቻቸው ደጋግመው መቀያየራቸው የመሳሰሉት) በስራቸው ውስጥ የሚገባችውን ያህል እንዳያደጉና ውጤታማ እንዳይሆኑ መሰናክል ሆኖባችኋል ወይ? ከሆነ ደግሞ ከሁለቱ የትምህርት ተቋማት ውስጥ በንጽጽሮሽ የየትኛው ተጽእኖ ላቅ ይላል? ለምንስ ተጽእኖው ከሌላኛው ይልቅ የበለጠ ይመስላችኋል?

8. ሴቶች ከሚሰሩት ስራ ጋር ተያይዞ ደስተኛ አለመሆናቸው (በስራቸው መሰላቸታቸው) በስራቸው ውስጥ የሚገባችውን ያህል እንዳያደጉና ውጤታማ እንዳይሆኑ መሰናክል ሆኖባችኋል ወይ? ከሆነ ደግሞ ከሁለቱ የትምህርት ተቋማት ውስጥ በንጽጽሮሽ የየትኛው ተጽእኖ ላቅ ይላል? ለምንስ ተጽእኖው ከሌላኛው ይልቅ የበለጠ ይመስላችኋል?

9. ሴቶች በኢኮኖሚው ውስጥ ካሉት የስራ ውስንነቶች የተነሳ አዲስ ስራ መግኘትና መቀየር አስመልክቶ ያላቸው ፍላጎት መገደብ በስራቸው ውስጥ የሚገባችውን ያህል እንዳያደጉና ውጤታማ እንዳይሆኑ መሰናክል ሆኖባችኋል ወይ? ከሆነ ደግሞ ከሁለቱ የትምህርት ተቋማት ውስጥ በንጽጽሮሽ የየትኛው ተጽእኖ ላቅ ይላል? ለምንስ ተጽእኖው ከሌላኛው ይልቅ የበለጠ ይመስላችኋል?

10. ሴቶች እንደተምሳሌት የሚመለከቷቸው ስኬታማ የሆኑ ሰዎችን በቅርበት የማግኘትና ከስኬታቸውም የመማር አድሎቻቸው ጠባብ መሆን በስራቸው ውስጥ የሚገባቸውን ያህል እንዳያደጉና ውጤታማ እንዳይሆኑ መሰናክል ሆኖባችኋል ወይ? ከሆነ ደግሞ ከሁለቱ የትምህርት ተቋማት ውስጥ በንጽጽርሽ የየትኛው ተጽእኖ ላቅ ይላል? ለምንስ ተጽእኖው ከሌላኛው ይልቅ የበለጠ ይመስላችኋል?

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of material used for the thesis have been dully acknowledged.

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This thesis has been submitted with my approval as a thesis advisor.

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