



College of Business and Economics

Department of Management

Executive MBA Program

Assessment of Women Participation in Leadership Positions:
The case of G. Global Gas & Chemical Plc.

A Research Project submitted to Addis Ababa University College of Business and
Economics Post Graduate studies

Executive Masters of Business Administration (EMBA) Program in Partial
Fulfillment of the Requirements for the Degree of EMBA.

By: - Samrawit Bogale

March 2024

Addis Ababa, Ethiopia

Addis Ababa University
College of Business & Economics
Department of Management
Executive MBA Program

Assessment of Women Participation in Leadership Positions:
The case of G. Global Gas & Chemical Plc.

A Research Project submitted to Addis Ababa University College of Business and
Economics Post Graduate studies

Executive Masters of Business Administration (EMBA) Program in Partial
Fulfillment of the Requirements for the Degree of EMBA.

By: - Samrawit Bogale

March 2024

Addis Ababa, Ethiopia

DECLARATION

I, the undersigned, declare that this research project is my own work and effort and it has not been submitted anywhere for any award. Where other sources of information have been used, they have been duly acknowledged.

Declared by:

Confirmed by Advisor:

Name: _____

Name: _____

Signature: _____

Signature: _____

Date: _____

Date: _____

CERTIFICATION

This is to certify that Samrawit Bogale has carried out his research work on the topic entitled “Assessment of Women Participation in Leadership Positions: The case of G. Global Gas & Chemical Plc”. The study is an original work and is suitable for the submission for the reward of EMBA Degree.

Advisor: _____

Addis Ababa University
College of Business & Economics
Department of Management
Executive MBA Program

Assessment of Women Participation in Leadership Positions: The
case of G. Global Gas & Chemical Plc.

By
Samrawit Bogale

Approved by the Board of Examiners:

Meskerem Mitiku (PhD)

Advisor



Signature

Yohannes Workaferahu (PhD)


Examiner



Signature

Taye A. (PhD)

Examiner

 06/03/2024

Signature

Table of Contents

Table of Contents

Acknowledgement	I
Acronyms	II
List of Tables	III
List of Figures	IV
Abstract	V
Chapter One – Introduction	1
1.1. Background of the study	1
1.2. Background of the company	2
1.3. Statement of the problem	2
1.4. Research Questions	3
1.5. Objectives	4
1.5.1. General Objective	4
1.5.2. Specific Objective	4
1.6. Significance of the Study	4
1.7. Scope of the study	5
1.8. Limitations of the Study	5
1.9. Structure of the Study	5
Chapter Two – Related Literature Review	7
2.1. Introduction	7
2.2. Theoretical Review	7
2.2.1. Leadership	7
2.2.2. Leadership Styles	7
2.2.3. Gender and Leadership Styles	9

2.2.4. Factors affecting women in Leadership positions-----	10
2.2.4.1. Individual Level-----	10
2.2.4.2. Organizational Level-----	13
2.2.4.3. Societal Level-----	15
2.2.5. Gender Diversity and Leadership-----	17
2.3. Research Gap-----	17
2.4. Conceptual Framework of the Study-----	19
Chapter Three – Research Methodology-----	20
3.1. Introduction-----	20
3.2. Research Design-----	20
3.3. Data Collection Method-----	20
3.3.1. Data Source-----	20
3.3.2. Population-----	21
3.3.3. Sampling Technique-----	21
3.3.4. Data Collection-----	22
3.3.5. Data Analysis-----	22
3.4. Trustworthiness of Data-----	22
Chapter Four – Findings and Discussions-----	24
4.1. Introduction-----	24
4.2. Findings-----	24
4.2.1. Demographic Characteristics of Respondents-----	24
4.2.2. Factors at Individual Level-----	27
4.2.3. Factors at Organizational Level-----	33
4.2.4. Factors at Societal Level-----	38
4.3. Discussions-----	44
4.3.1. Based on Factors Impact Level-----	44
4.3.2. Based on Respondents Gender-----	48

4.4. Comparison of Findings with other Studies	52
Chapter Five – Conclusion and Recommendation	54
5.1. Introduction	54
5.2. Summary of Major Findings	54
5.3. Conclusion	55
5.4. Recommendation	56
Reference	58
Appendices	63
Annex 1: Questionnaire	63
Annex 2: Interview Questions	68

Acknowledgement

I would like to thank God for everything HE has done in my life. I also would like to thank my Advisor Dr. Meskerem Mitiku for her support and guidance. My gratitude goes to all the Instructors and the school community who have contributed a lot for the success of their students. At last, but not least, my gratitude goes to my family and friends for their support and understanding.

Acronyms

CEO	-	Chief Executive Officer
GOS	-	Gender Organization System
GDP	-	Gross Domestic Product
IMF	-	International Monetary Fund
LE	-	Large Extent
NBE	-	National Bank of Ethiopia
SE	-	Small Extent
TVET	-	Technical Vocational Education and Training
UN	-	Undecided
UNICEF		United Nations Children's Fund
UNFPA	-	United Nations Fund for Population Activities
VLE	-	Very Large Extent
VSE	-	Very Small Extent

List of Tables

Table 1 – Respondents’ demographics characteristics	26
Table 2 – Limiting factors at individual level.....	29
Table 3 – Open-ended interview result of limiting factors at individual level	31
Table 4 – Facilitating factors at individual level	32
Table 5 – Limiting factors at organizational level	35
Table 6 – Open-ended interview result of limiting factors at organization level	36
Table 7 – Facilitating factors at organizational level.....	38
Table 8 – Limiting factors at societal level.....	40
Table 9 – Open-ended interview result of limiting factors at societal level	42
Table 10 – Facilitating factors at societal level	43
Table 11 – Based on VLE limiting factors impact at individual level.....	44
Table 12 – Based on VLE limiting factors impact at organizational level	45
Table 13 - Based on VLE limiting factors impact at societal level	46
Table 14 – Based on VLE facilitating factors impact at individual level	46
Table 15 – Based on VLE facilitating factors impact at organizational level	47
Table 16 – Based on VLE facilitating factors impact at societal level.....	47
Table 17 – VLE limiting factors at individual level based on respondents gender	48
Table 18 – VLE limiting factors at organizational level based on respondents gender	49
Table 19 – VLE limiting factors at societal level based on respondents gender	50
Table 20 – VLE facilitating factors at individual level based on respondents gender	51
Table 21 – VLE facilitating factors at organization level based on respondents gender.....	51
Table 22 – VLE facilitating factors at societal level based on respondents gender	52

List of Figures

Figure 1. GOS framework.....	19
------------------------------	----

Abstract

The purpose of the study is to identify limiting factors existing at individual, organizational and societal level that are hindering women progress to leadership position using G. Global Gas & Chemicals as a case study since it has a ratio of male to female employees of 1 to 1.94 and there are only 11 women in high and mid-level management positions at the company. The study employed explanatory research design, quantitative research approach and criteria-based purposive sampling technique. A total of 56 employees of the company that do have minimum academic achievement of diploma/TVET or more and three or more years of work experience at the company were selected out of the 150 employees of the company. 6 employees that are at the high and mid-level of management participated on the open-ended interview and the remaining 50 employees were participated in the structured questionnaire. Based on the data collected using the structured questionnaire, quantitative data analysis was done and the value of each limiting and facilitating factor was identified. The result shows that at an individual level the most impactful factors are 'Difficulty in balancing work and family responsibility', 'Difference in leadership style of women and men' and 'Lack of adequate academic and job qualifications' while 'Lack of priority for women during competition and promotion', 'Lack of fairness in professional development opportunities' and 'Unfair recruitment practices' are the most impactful at organization level. 'Family and work responsibility', 'Limited educational opportunity for women', and 'Negative cultural beliefs and attitudes towards women role and ability to be leaders' are the most impactful at societal level.

Key words: women, leadership, G. Global Gas & Chemicals

Chapter One – Introduction

1.1. Background of the study

Due to the long history of gender inequality in Ethiopia, girls and women have to face gender-based violence, lack of adequate empowerment inputs and lack of opportunities for employment which limit their capacity to attend and perform successfully in school, especially those that have poor economic background. The remarkable changes achieved in net primary enrolment rates for girls from 51% in 2003/04 to 95% in 2016/17 shows the level of dedication on the government side even though only 53% of the enrolled girls complete primary school. The enrollment rate gets narrower as one goes from primary to the consecutive levels of education due to poverty (families favoring boys to girls when investing in education, early pregnancy, child labor, house work, school supplies cost, distance to school, etc.), harmful social norms (child marriage, abduction, etc.), and gender-based violence. An example for this is the situation where out of the total number of school-aged girls, only 25% are attending secondary school and only 10% enroll in college (UNICEF Fact Sheet, 2018).

The effort of the government and different non-governmental organization in creating awareness and empowerment programs for gender equality have contributed to the current level of girls and women participation in both educational institutions and in the skilled workforce. In Ethiopia, even though the government is doing a significant work to transform girls and women to a higher level through its empowerment programs by bridging the gender gap and increasing participation of women in the political sphere, there is a very low level of women enrollment in undergraduate programs that falls below 34% (UN Women, 2018, Nussbaum, 2004).

There is a higher number of women employees compared to men but their number get very few in the leadership positions of business sector due to various challenges (Mekonnen Tadesse, 2017). Denial of access to education and training, discriminatory employment practices, limited participation in policy formulation and cultural influences are various forms the challenges take place.

One of the critical inputs to the growth of a nation's economy is the role women play in business leadership that needs encouragement so that it can be elevated to a higher level from its current

low position. Both governmental and non-governmental organizations have given recognition to the importance of women in the challenging process of developing an economy in both developed and developing countries (Grimay, 2015). There is a need to assess the factors that are limiting women progress in leadership positions at different level and different sectors of the economy. This study aims at finding out the current situation of women progress in leadership roles in a private business organization.

1.2. Background of the company

G. Global Gas & Chemical Plc is a member of the G. Global Group, a conglomerate of six businesses that operates in coffee processing & exporting, general export, manufacturing, import and real estate development business sectors of the economy.

With a daily production capacity of eight tones, the company is engaged in the manufacturing and distribution of specialty gases, beverage gases (for breweries and beverage industries), welding gases (for heavy duty welding) and dry ice (for industrial scale cooling of products) for the past 18 years.

Even though the local market and the existing customers it have in Ethiopia are the company's focusing area for its production and distribution business, it also have customers located in Djibouti and Somalia that import its products.

The company operates using a manufacturing plant located in Mekanisa (Addis Ababa) and in Dukem (Oromia Region) while its head office is located in Addis Ababa. It has a work force of 150 employees where there are 5 in high-level and 6 in middle-level management positions (Global, 2023).

1.3. Statement of the problem

A business entity that is focused on becoming more effective in meeting its goals and objectives promotes gender equality and enhances women's role in its leadership positions to utilize the leadership traits women bring. A constructive approach to leadership such as human resource development, expectation & reward, role model, inspiration & participative decision making

are favored by women leaders to control and corrective action, and individualistic decision making behavior that are favored by men leadership (McKinsey, 2007).

The study of Jing, Hou, Zhang, & Zhao (2022) showed a positive correlation between women leadership and constructive work performance and profitability in private firms. Besides this the study of Sekkat, Szafarz & Tojerow (2015) also showed a relation between women leadership and a decrease in staff layoff. This is a result of the transformational leadership style followed by women leaders in a business environment. It enables employees to be inspired intellectually and get value/consideration at the individual level for their effort (Novakovich, 2017).

From all this findings of research work, one can see that a company that engages women to its leadership positions benefits in being profitable than those companies that do not. Contrary to the findings of the research works conducted in this topic, the number of women in leadership positions of the country still remain very low. Out of the 231,211 managerial positions in Ethiopia, women constitute only 61,302 (26.5%) positions. Their number even declines to 6,569 (14.6%) in higher level positions (Chief Executives, Senior Officials and Legislators) (Beyene, 2015 cited by Bahiru & Mengistu, 2018).

G. Global Gas & Chemicals is a private manufacturing company and its staff composition shows that there is 1 to 1.94 ratio of male to female employees and there are only 11 women in high-level and mid-level management positions (G. Global, 2023). Compared to the total number of women employees in the company, the women in leadership positions are small in number. This is the starting point for the initiation of this research project to identify the causes that limit progression of women to leadership positions in this company context. The researcher believes that women leaders will benefit from the outcome of the research in terms of better understanding of the struggles and challenges faced by the current women in leadership positions and organizations will also gain highlight on their work environment that needs change to suite women leaders ever than before and utilize their leadership skill to the fullest.

1.4. Research Questions

The basic research questions of the research formulated to meet its objective stated earlier are:

- What are the issues that originate from an individual and limit women's participation in leadership positions?
- What are the issues that originate from an organization and limit women's participation in leadership positions?
- What are the issues that originate from society and limit women's participation in leadership positions?

1.5. Objectives

1.5.1. General Objective

The general objective of the study is to investigate the issues that limit women's participation in leadership positions taking *G. Global Gas & Chemicals Plc* as a case study.

1.5.2. Specific Objective

The specific objectives of study are:

- To assess the issues that originate from an individual and limit women's participation in leadership positions.
- To assess the issues that originate from an organization and limit women's participation in leadership positions.
- To assess the issues that originate from society and limit women's participation in leadership positions.

1.6. Significance of the Study

The findings of this study is of great importance to the selected business organization (*G. Global Gas & Chemical Plc.*) and to the existing body of knowledge regarding the contribution of women to organizational success through leadership roles. The organization selected for the case study could use the findings to further improve its current leadership team composition in

terms of gender and revise its recruitment and promotion procedures for future women members of the leadership team. Subsequent research works on women's leadership contribution to an organization success could also benefit from the insights it provides and the basis it provides for future work.

1.7. Scope of the study

The scope of the study is limited to the settings, culture, work environment and population of women in the organization selected for the case study (G. Global Gas & Chemical Plc.) by categorizing the limiting issues at an individual, organizational and societal levels.

The study have used a both qualitative and quantitative research approach and explanatory research method. Qualitative data was gathered using open-ended interview and the quantitative data gathering was done using structured questionnaire.

1.8. Limitations of the Study

The study population was aimed at employees who do have academic achievement level of diploma/TVET or more and work experience of three or more years at the company selected for the study, those who do not fit into this criteria were discarded from the study. The criteria set in place is vital to get information from respondents that have potential to become a leader one day and do have or are on their way to get academic qualification required for leadership position. Another limitation of the study is the framework selected for the study, Gender Organization System (GOS) framework. Out of all the frameworks out there, the researcher thinks that this framework best suits the objectives of the study.

1.9. Structure of the Study

The contents of the study are organized and presented in five chapters. The first chapter provides introductory content about women leadership, statement of the problem, objectives and significance of the research. The second chapter is about providing overview of literature on leadership and women in leadership. The third chapter provides the research design and

methodology used to conduct the study. The fourth chapter of the study presents the data analysis and interpretation, summary of the findings, and discussion of the research. The fifth chapter is the last chapter that presents the conclusions made based on the findings and recommendations made to improve the situation.

Chapter Two – Related Literature Review

2.1. Introduction

This chapter provides the review of related literature on leadership and leadership styles, gender and leadership styles, factors affecting women's participation in leadership, and gender diversity in leadership. Various sources of literatures such as Journals, books and other publications are used as a source.

2.2. Theoretical Review

2.2.1. Leadership

Winston & Patterson (2006) define a leader as “one or more people who selects, equips, trains, and influences one or more follower(s) who have diverse gifts, abilities, and skills and focuses the follower(s) to the organization's mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted coordinated effort to achieve the organizational mission and objectives.”

According to Antonakis & Day (2017), leadership is a process that have the power to set goals for the follower(s) or institution(s) that are under a leader which takes place formally or informally to achieve the desired result based the traits, behaviors, or characteristics of the leader. Yukl & Gardner (2020) also define leadership as a process aimed at achieving mutual goals by coordinating 'individual and collective efforts' through persuasion into conducting specific tasks in a specific way.

2.2.2. Leadership Styles

There are different types of leadership styles that are created by leaders based on their personality, values, skills, experiences, culture, etc to direct, motivate and manage the people they lead in the political, business or other fields. Leadership styles have their own methods,

characteristics and behaviors that indicate how a strategy is developed, plans are going to be implemented and responds to changes is given.

According to Malos (2012), leadership styles can be grouped in to four: Authoritarian, Democratic, Laissez-faire and Transactional.

- *Authoritarian Leadership Style* is characterized by having autocratic leaders that ‘sets goals individually, engages primarily in one-way, downward communication, controls discussion with followers, engages primarily in one-way’ and providing ‘clear expectations for what needs to be done, when it should be done, and how it should be done’. Even though it enables to make quick decisions without consulting large number of people, it makes decision making to be ‘less creative’ (Malos, 2012).

- *Democratic Leadership Style* is based on a ‘leader sharing the decision-making abilities with group members’ through ‘discussion, debate and sharing of ideas’ that is bound by the rules of the organization or the group needs and the participants attributes (skill, attitude, etc.). The style needs the ‘guidance and control’ from the leader in selecting members for groups, and who should vote. Encouraging group members to share their thoughts and ideas to find solution to a problem at hand is the main strength of this style that enables to have ‘better ideas and more creative solutions’. It is also the most effective style that creates ‘higher productivity, better contributions from group members and increase group morale’. The occurrence of ‘communication failure and uncompleted projects’ make this style unsuitable in conditions where ‘roles are unclear or time is of the essence’. It performs best in conditions where there are skilled group members that are keen in sharing their knowledge and there is ample time to for ‘people to contribute, develop a plan and then vote on the best course of action’ (Malos, 2012).

- *Laissez-faire Leadership Style* requires the leader to ‘provide little or no direction to the followers’, as long as there is no request for it, after handing out tasks to be done ‘with all the material necessary to accomplish their goals’. In this style, followers do have a total control on how the task should be completed. Sometimes, too much withdrawal of the leader could cause problems in terms of ‘lack of productivity, cohesiveness and satisfaction’. For this style to be effectiveness, it requires followers to be ‘highly

skilled', 'experienced', 'educated', 'trustworthy' and motivated. It also requires the presence of 'specialists or consultants' as an outside experts in the organization. In situations where there is a feeling of insecurity that originate from the lack of a leader and there is timely feedback absence from the leader to the followers, using this style is not recommended (Malos, 2012).

- *Transactional Leadership Style* is a leadership style focused on 'motivating followers through a system of rewards and punishment' to achieve the goals of the organization. The style is based on the contingent reward ('providing rewards in materialistic or psychological form for effort and recognized good performance') and management-by-exception ('maintaining the status quo through interventions when subordinates do not meet acceptable performance levels to initiate corrective action for performance improvement'). Out of all the other leadership styles, this is a style in use by current management practices. Clear definitions and communications of work tasks is another characteristics of this style, besides contingent rewards and management-by-exception, that form clear expectations leaders and followers and lead to better implementation and task completion (Malos, 2012).

2.2.3. Gender and Leadership Styles

There is difference in how men and women carry-out leadership activities where men see leadership as *leading* while women see leadership as *facilitating* (Schaefer, 2013). Even if the tasks carried-out are the same, men and women leaders focus on different aspects of the events that take place while on the pursuit of achieving the organization objectives. According to Chliwniak (1997), women focus on relationships, sharing and processes while men focus on completing tasks, achieving goals, hoarding of information and winning.

According to Groysberg (2013), men and women leadership exhibit different characteristics and style outlined hereafter categorized into six based on gender.

- The men leadership style use task oriented leadership style while relationship oriented leadership style is preferred by women leaders.

- A task oriented leadership style that utilize value-based administration (offer reward in trade for compliance) is used by male leaders while women leaders use transformational administration.
- In terms of leadership approach, men use the ‘take charge’ while women leaders prefer the ‘take care’ approach.
- Men leaders use tactics such as personal appeal, consultation, assertiveness and inspirational appeal while women leaders focus on consultation, inspirational appeal, insinuating more with other females and exchange tactics with males to influence followers.
- More assertiveness and hunger for power are exhibited by men leaders while women leaders exhibit more expressiveness, tentativeness and polite conversations.
- Men leadership use language to exert dominance, maintain status and achieve tangible outcomes compared to women leadership that use conversations to enhance social connections and create relationships.

2.2.4. Factors affecting women in Leadership positions

There are a myriad set of impediments and factors on women’s path in moving to the upper managerial position of an organization and to have adequate level of representation in the decision making position. The discussion presented hereafter outlines these limiting factors organized into three categories: Individual, Organizational and Societal.

2.2.4.1. Individual Level

Poor self-image, lack of motivation, lack of confidence in one’s ability to succeed in higher level position, ambition to accept challenges for upward progress, lack of commitment, lack of willingness to take risks, less assertiveness, less emotional stability and lack of ability to handle a crisis are the main factors at the individual level that impeded women to aim for leadership positions (Kolzow, 2014).

Besides the issues that are related to the psycho-social and behavioral skills identified, there are issues that are related with work-life balance where women are expected to carry out or manage multiple roles in terms of career, home and family (Judith, 2010).

Progress to a top leadership position costs a lot for women where they have to sacrifice the opportunity in life to have a personal life in relationship and having children. This puts them into dilemma where they are forced to seek some kind of balance between their personal life and work performance. According to Thevanes & Mangaleswaran (2018), success in personal life (in terms of fulfilling family and parental obligations) contributes positively to work performance due to the positive relationship between them.

The list and the description presented hereafter points out the major limiting factors at the individual level:

- *Leadership Style Difference*: the leadership style of women is different from men in its characteristics of being relationship oriented, following transformational administration, ‘take care’ of approach, focusing on consultation and inspirational appeal, exhibit more expressiveness, tentativeness and polite conversation, usage of language that enhance social connections and create relationships (Groysberg, 2013). In an environment where these type of traits do not get accepted or appreciated, women do get discouraged from leadership positions, considered unfit for the position or are forced to follow the leadership style of men that is distant from the one that is natural to them.
- *Work life balance*: It is one of the major issue at the individual level limiting women career progress due to the multiple roles women are expected to play (Judith, 2010). As women progress in their career, the volume of the workload and the work-hours required by the job position will also grow accordingly but the family responsibility women have to take care of does not get easy, if not more. This forces women to stay in a position that can go along with the family responsibilities they are expected to take care of in terms time and energy.
- *Academic and job qualification*: leadership positions require their own academic and job experience that make a candidate desirable. The more a prospective candidate invests on acquiring/getting the right type of qualification, the greater the chance of

becoming a leader. In this regard, men tend to make the most investment (Becker, 1993) that give them the leverage to advance further than women do.

- *Confidence and fear of failure*: this are the direct results of negative stereotype that cause a belief in both men and women that women lack self-confidence to be leaders and they are not assertive enough in their decisions and ideas. Because of this they lack interest in taking leadership roles, they do not apply for leadership job positions and lack utilizing the features of the system for their own advantage (Tallerico & Burstyn, 1996).
- *Mentoring/coaching and networking*: this is also another limiting factor in terms of lack of support and exclusion from network. Because of the lack of support, women miss an input that can be used as a guidance either in a more traditional form of role models or the more formal and organized way in the form of mentors or coaches in the subject area (Tallerico & Burstyn, 1996). The networking aspect of the issue also limits women in interacting with their peers to show their current level of competency and look for potential opportunities that can enhance their career. The networking process also have a gender aspect where women tend to network more with women and men with men where the men network have access to the most opportunities due to the large number of men in the leadership roles in different organizations.
- *Lack of self-motivation and ambition*: is an issue related to the negative stereotypes that limit women career progress (Tallerico & Burstyn, 1996). Women are encouraged and trained more to focus on taking care of their family and elders that require a lot of self-sacrifice in terms of having an ambition or dream that they aspire to fulfill. The lack of ambition or a dream to fulfill is not an enabler for oneself to be motivated since the existence of motivation requires the presence of a dream or an ambition.
- *Ability to handle a crisis*: This is another limiting factor that originates from negative stereotypes that cause women to have diminished self-efficiency and the lack of role models that women could look up to for reinforcement of the idea that women can also be leaders (Ademe & Singh, 2015). The gender labeling of professions (men are always the decision makers, women are supposed to follow men) is also another negative stereotype that cause women to think they are incapable of handling a crisis and stay away from job positions of this nature.

2.2.4.2. Organizational Level

Organizations are the ones that provide the workplace where women can exercise their knowledge and skill set in the field of business leadership. Like a society, organizations have or develop through time a culture and a set of rules (policy) that every member expected to abide by in order to sustain its membership. The organizational culture is in its nature ‘something commonly shared within’ the organization to influence and dictate employees’ conduct and how the organization operates based on the ‘desires, convictions and values’ of the pioneers of the organization (Hora, 2014) and (Mbugua, 2007).

Organization could change its culture based on circumstances that are either internal (change of pioneers or management) or external (world events, government policy, etc.) to it. Organizational policies are introduced aiming at better working conditions that yield larger profit margins and increase competitive advantage of the organization (Hora, 2014). Both culture and policy of an organization have the power to influence a women’s career prospects in the leadership positions it have. This is expressed in terms of mentee-to-mentorship activities to enhance leadership capacity of women, recommendations to a leadership position, trainings on leadership skills, etc.

The list and the description presented hereafter points out the major limiting factors at the organizational level:

- *Flexible working practices and hours*: this issue is related to the organization structure where everyone have to follow the same rules and regulations or there is lack of considerations for people’s situations. In this regard, women face issues of coming to work on time and leaving early due to the activities they have to complete in order to take care of their children (school, medical treatment, etc.).
- *Fairness in professional development opportunities*: this issue is related to the organizational culture (‘a set of values, ideas, beliefs, norms and symbols’ that are created and used by its members (Maria et al, 2007)) that could have both negative and positive outcomes. Professional development opportunities in terms of trainings, assignments and promotions are vital for any employee career progression. An organization culture infected with corrupt practices is another major issue that women have to face. Fairness in treating both male and female candidates that are competing for the same opportunities becomes very critical for women career advancement since

being left out of professional development opportunities keeps them where they are and diminishes their competency in the future.

- *Opportunities to work on challenging assignments:* this issue is related to gender stereotype that assign a diminished capability to women. Due to this women usually do not get assigned to challenging assignments that cause them to only have experience of dealing with common tasks and denies them of the opportunity to show their competency in a more challenging tasks.
- *Lack of qualified women for leadership roles:* all the limiting factors eventually result in a very few number of women that are qualified for leadership roles. Due to, this even if an organization is interested in having women leaders, it will be difficult for it to get the desired number and quality of women leaders from the skilled labor market since the factors at individual, organizational and societal levels had made sure this from happening.
- *Lack of priority for women during competition and promotion:* women who have managed to acquire the qualifications and experience required for a leadership role after passing through a myriad set of obstacles at different levels are expected to compete with men who did not go through with the troubles they had to go through. One way of balancing this unfair situation women are subjected to is by prioritizing women during competitions and promotions.
- *Top management attitude towards women:* this is also a reflection of the culture an organization have where a negative attitude at the top level of the organization is one limiting factor that have a very big impact throughout the organization and on the women that aspire to reach leadership position. A positive attitude on the other hand have also a big impact by creating a conducive environment (mentorship, networking, professional development, etc.) whereby women do get the inputs needed to make themselves competent to be future leaders.
- *Unfair recruitment practices:* this issue is related to the organizational culture of corrupt practice expressed in terms of favoritism/nepotism where the selection of a candidate is solely based on the preference of the recruiting officer, not on merit (qualification and work experience) of the candidate and the requirements of the job position. Women most of the time are the victims of this issue where they fail to be considered a worthy candidate to the post unless they fulfill the personal demands of the recruitment officer.

2.2.4.3. Societal Level

The factors grouped in this category have the power to influence the limiting factors discussed in both individual and organizational categories since they originate from the society and they set guidelines, desires and traditions that are in use by individuals and organizations. Due to this they pose considerable challenge to change and control them effectively (Mbugua, 2007).

Limiting views, ideas, opinions, or actions that are accepted and acted upon by society on women keep them always multiple steps behind men of their peers. These limiting factors keep going on as burden throughout a woman life that dictate the level of education she can achieve, the type and level of career she can pursue, the type of personal life she wants to have, etc on every aspect of her life.

Issues that originate from social life and family life also put pressure on her even if she reached into a leadership position that hinder further progress besides the ones that are already existing in the workplace administrative practice.

The list and the description presented hereafter points out the major limiting factors at societal level:

- *Negative cultural beliefs and attitudes towards women role and ability to be leaders:* this is one of the most influential factor that originates from society and have the power to entangle both individuals and organizations. The stereotype that women are not equal to men and they are not as capable as men also comes from society's beliefs and attitudes that see women in a negative perspective. The 'traditional beliefs and cultural attitudes' of a society have the power to shape 'role and status of women in society' (Kobia, 2012 cited in Latchanah & Singh, 2016).
- *Lack of encouragement for women to develop themselves for leadership positions:* women are encouraged by society to develop and work-on skills and capabilities that are related to taking care of their family (children, elders, and spouse) domestic responsibility. Any other activity beyond this (achieving academic or technical competency) is considered to be the last thing that women do if not considered unsuitable. This is very discouraging for women who think and act on pursuing a career in a field of work they desire and becoming a leader one day. The experience of women

who pursued and achieved a career that is predominantly filled by men shows that they have 'received support and mentoring from outside of their families, including from educational professionals such as teachers, professors and guidance counselors' and their 'co-workers and bosses' were also great sources of motivation for them to achieve success (Whitmarsh et al., 2007).

- *Family and work responsibility limit women progress:* to fulfill the expectation of society, professional women do put limit on their career progression so that their role in their family life do get fulfilled. This is specially visible in societies that have achieved very small progress in filling the gender gap that exist in them where domestic tasks are still associated with women. The constant 'pressure to balance work and family' responsibilities push women to take routes that are 'less challenging positions', 'seek alternative career options', totally 'abandon corporate working world' or 'resort to being stay-at-home mothers' (Brown, 2010).
- *Lack of support programs for child and elderly care:* professional women who do have to take care of their family and do their job at their workplace could benefit greatly if they can get all the help they can in different forms. Child and elderly care services are one form of help in this regard where professional women could achieve some level of work life balance. Globally, there is change in this regard that the availability of day-car facilities and 'flexible working schedules' are very helpful for women in senior leadership positions to balance their work and family responsibilities (Brown, 2010).
- *Lack of women role models:* those who have the opportunity to build a career in a certain area of profession could achieve more if they could have a person that they could consider as a role model. There is also a problem as a society where there is no adequate number of people that share their experiences in different forms (books, interviews, etc.) for aspiring individuals to learn from or pursue their footsteps. This has relation to 'cultural tradition' that have set and enforce roles for women to be 'homemaker and child bearer' and they are 'considered of lesser value' and 'not taken seriously' which in turn forceing women to comply with 'for fear of being ostracized' (Kobia, 2012 cited in Latchanah & Singh, 2016).
- *Limited educational opportunity for women:* in a society that favors boys from girls for outside activities, women get the least amount of educational opportunity. Even if women do get opportunities, it is going to be a limited one in scope and duration where they are directed to focus on domestic activities and creating their own family instead

of developing and pursuing a career in a certain profession. 'Education, training and work experience' help an individual to acquire 'knowledge, skill and abilities' that are vital for 'career advancement and progression' in the workplace and the 'lack of experience and job occupation' are the major reasons that are 'cited by chief executive officers (CEOs)' for the under-representation of women in senior management positions (LaPierre Zimmerman, 2012 cited in Latchanah & Singh, 2016).

2.2.5. Gender Diversity and Leadership

Men and women possess and exhibit natural traits where one trait is more prevalent in one gender than the other. These traits are the source of an individual's thoughts and actions combined with inputs obtained from culture or environment. Women leaders use soft power most of the time that place emphasis on building relationships while men leaders exercise hard power most of the time and they are goal focused (result driven). A leadership that combines both soft and hard power (also called 'Smart Power') is more effective than a one that use one form of power only (Nye, 2016).

Men manage stress more than women do (Christy & Tim, 2010) and women are more ethical than men in conducting tasks. One can see from this that delegating men to positions that are stressful results in more competency while the assignment of women to positions that require ethics produce good governance. This shows that gender diversity in leadership teams helps the decision making and execution to be more effective by utilizing the best of what the two genders can offer.

2.3. Research Gap

Research work on the factors that limit women progress into leadership roles of organizations have been done and are still being done both locally and internationally. There are also changes in the world in terms of understanding these limiting issues and what should be done as a society, as an organization and as an individual. The efforts made to eliminate the limiting factors or decrease the impact they have, if not possible, varies from one country to another

and from one society to another. Effort to change the situation takes place in different forms and targets different parts of society.

Educating society most of the time is carried out by works of art (plays, TV shows, radio shows, fiction, podcast, etc.) where the focus is on creating and developing the awareness level by presenting the issue and depicting what the life and achievement of women would look like without these limiting issues. There are also TV and radio shows with presentations that are focused on experience sharing of women who managed to reach a considerable level of leadership position in the society. Biographies, memoirs, or autobiographies of women in leadership positions of different organization types also exist, even if they are very small in number.

Governments make their own contribution through amendment of existing policy, rules or regulations so that they can make positive contribution in the fight to remove the limiting issues. Affirmative action expressed by providing extra assistance in areas of business that are under the direct control of the government are evident in the enrolment procedures of education institutions, in the hiring/promoting policy of government organizations, etc.

Existing and oncoming research works on the topic enable to measure the current level of the situation and report any changes (progress, stall or regress) made on the factors contributing to the existence of the problem in the first place. The reporting these research works provide is a vital input for government policy/law making branches in their effort to change/fight the limiting issues through law making and enforcement. It also helps in providing a starting point, or enforcement for ongoing programs on this area for members of the general population so that they can incorporate it in their daily life, work of art, area of study, media programs, etc.

Further investigations in a form of research is expected of the academia and researchers to highlight what the past situation of women in leadership looks like, what have society achieved so far and what remains to be done in the future so that society can achieve a leveled playground for all its members, potentials of individuals do not go to waste and treats individuals without discrimination.

2.4. Conceptual Framework of the Study

A conceptual framework is a ‘system composed of concepts, assumptions, expectations, beliefs and theories that support and inform one’s research’. It can also be seen as ‘a visual or written product that explains . . . the main things to be studied . . . and the presumed relationship among them’ (Hughes, Davis, & Imenda, 2019).

Gender Organization System (GOS) framework is a framework that is frequently used in categorizing the factors that play significant role in women’s participation in leadership and career advancements by researchers. The framework ‘suggests that women’s behavior and limited corporate progression in organizations can be due to their gender, the organization context and/or the larger social and institutional systems in which they function’ (Fagenson, 1990). The framework categorize the factors that originate from within the individual into the individual category and the ones that are inherent to the organization into the organizational category. The third category holds all those factors that are sourced from the society which have the power to shape the behaviors and actions of the individuals and the organizations. The GOS conceptual framework is adopted by this research in order to meet its objectives. Based on this, its independent variables are going to be categorized into three: *factors at the individual level*, *factors at the organizational level*, and *factors at the societal level*. The dependent variable of the research (*participation of women in leadership positions*) is going to be tested to see if it can be impacted by the three independent variables of the research. Figure 1. shows the GOS framework.

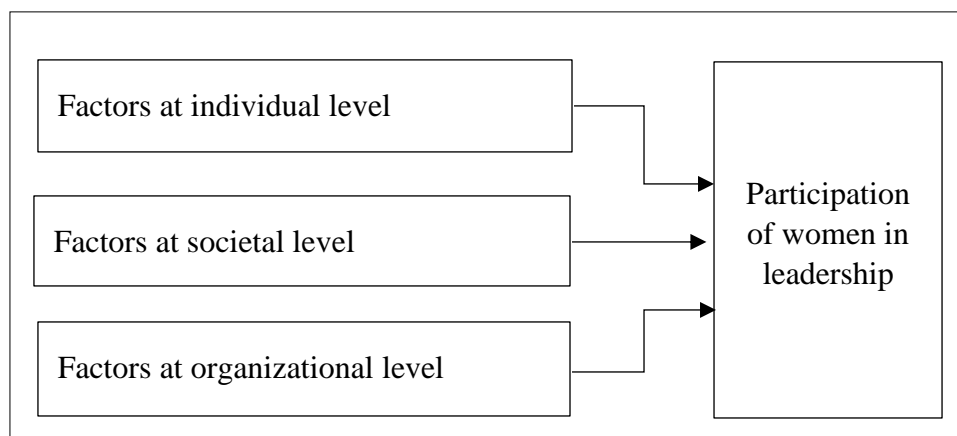


Figure 1. GOS framework

Chapter Three – Research Methodology

3.1. Introduction

This chapter presents the tools, techniques and methods used to achieve the objectives of the research (provide answers to the research questions). Discussions on the research approach, data source, method of data collection, and data analysis techniques are presented here after.

3.2. Research Design

The research follows both qualitative and quantitative research approaches to collect and analyze data that provide insight into the factors that limit women employees' advancement to leadership roles at G. Global Gas & Chemicals Plc. The research used explanatory research design, a research method that is focused on identifying the extent and nature of the cause-and-effect relationship among the variables of a specific problem or specific situation in order to provide explanation of the relationship pattern.

3.3. Data Collection Method

3.3.1. Data Source

Primary data collected using questionnaire and interview methods from groups of people selected for this purpose. A questionnaire was prepared based on the information obtained from the literature review part of the study that was divided into three parts and uses the Likert's five point scale for measurement. The first part was about personal details of the respondents while the remaining two parts are focused on the limiting and facilitating factors for women's ascendance to leadership positions respectively. The questionnaire went through a test phase to see its performance using a selected group of employees and the result of the test was used as an input for further improvement. Interview with open ended questions was also prepared and used to gather data from a group of people selected for this purpose. The group consists of individuals selected from different levels of management (high, medium, low).

Secondary data was collected from both physical and soft documents of the company departments. The company website, HR department documents, reports generated by other departments, etc. were the sources for secondary data needs.

3.3.2. Population

As of January 2024, the company do have 150 employees (Global, 2023) and the researcher's target population is made up of employees who do have work experience of three or more years at the company and have academic achievement of a diploma/TVET or more. This criteria enables to have respondents that have the answers for the questions outlined in the structured questionnaire since they had enough interaction with the company bureaucracy to know its culture and inner workings besides the potential to understand the issues raised and one day become a leaders themselves.

According to the information acquired from the HR department of the company, there were 56 employees who fulfill this criteria. Out of this total number of eligible candidates, 50 were assigned to the structured questionnaire part and 6 for open-ended interview part.

3.3.3. Sampling Technique

Purposive sampling technique is used in qualitative research to select a specific group of individuals or units for analysis that are selected "on purpose," not randomly. It is used when the researcher have clear idea of the specific attributes that are of interest and there is a need to select a sample that accurately represents those characteristics. It is particularly useful in situations where the population of interest is small, to study a specific subgroup within the population and to study a rare or unusual phenomenon (Dovetail, 2023).

Criterion-Based purposive sampling is used by researchers to choose the participants based on specific criteria defined by them. The selection criteria may encompass particular qualifications, attributes, behaviors, or characteristics that directly relate to the research goals (Ghosal, 2024). This study employed purposive sampling technique since it fits the circumstances of the research location and the participants that do have the potential, academic

qualification and work experience to become a leader in the future. The researcher did not see the value in including an employee of the company that do not fulfill the criteria.

3.3.4. Data Collection

The data collection was done using a structured questionnaire and open-ended questionnaire where out of the 56 employees that fulfilled the criteria set for eligibility, 50 participated in the in the structured questionnaire and the remaining 6 employees (women employees of the company that are at leadership position) participated in the open-ended interview part.

3.3.5. Data Analysis

The research will use quantitative methods to provide adequate explanation of the issue selected for study. Microsoft Excel and SPSS (Statistical Package for Social Sciences) were used to do the numerical analysis of the data collected using structured questionnaire and visual presentation of the analysis outcome. The analysis focused on identifying the most impactful limiting and facilitating factors at the VLE section based on the total number of respondents and based on respondents gender. Summary of the open-ended interview is also presented in individual, organizational and societal categories of the limiting and facilitating factors.

3.4. Trustworthiness of Data

Reliability and validity express the trustworthiness, rigor and quality in qualitative paradigm of a research work by ‘eliminating bias and increasing the researcher’s truthfulness’ in the study of ‘some social phenomenon using triangulation’ (Golafshani, 2003). Triangulation expresses the procedure followed in searching for ‘convergence among multiple and different sources of information to form themes or categories in a study’ (Creswell & Miller, 2000 cited in Golafshani, 2003).

The concept of triangulation was applied on both theory and methodology parts of the study. *Theory Triangulation* is about applying ‘more than one theoretical scheme in the interpretation of the phenomenon’ while *Methodological Triangulation* is all about applying more than one

method in data gathering (interviews, observations, questionnaires, documents, etc.) (Denzin, 2006). Methodological triangulation was applied in the research using interviews, questionnaires and documents in the data gathering process while theory triangulation was used in the reviews of both theoretical and empirical source of material related to the research point of interest.

Cronbach's Alpha is one of the measures that can be used to test the reliability of an instrument (internal consistency). It expresses reliability using a scale between zero and one that is calculated by measuring the correlation between all pair of items that exist in the instrument. There is an accepted rule on how to interpret an alpha value of an instrument where a value between 0.6 – 0.7 is considered acceptable level of reliability while a value of 0.8 and more is considered a very good level of reliability. An alpha value higher than 0.95 does not mean best reliability due to the fact that redundant items could cause high alpha value (Hulin, Netemeyer & Cudeck, 2001). Testing of the questionnaire reliability shows that the questionnaire has 0.81 Cronbach Alpha value.

Chapter Four – Findings and Discussions

4.1. Introduction

This chapter provides the findings of the research work gathered using structured questionnaire and open-ended interview. Numerical summary of the structured questionnaire outcome is presented in table form and textual summary of the open-ended interview result is also presented under each category (individual, organizational, and societal) in the findings section. The result of the data analysis that is based on the total number of the respondents and based on respondents' gender is presented under discussions section in table form.

4.2. Findings

4.2.1. Demographic Characteristics of Respondents

Analysis of the respondents demographic characteristics (sex, age, marital status, number of children, educational level, years of service, and experience at current position) based on frequency count from the survey is provided hereafter.

Sex of Respondents

Respondents of the survey list shows that the majority of participants were women constitute about 75% or 42 in count and men make the remaining 25% or 14 in count. Table 1 shows the detail description respondents' demographics characteristics.

Age of Respondents

Out of the four age classes, the majority of the respondents are within the second class (26-35) where there are 46.5% of the respondents and the second biggest number falls in the first (18-25) that have 25% of the respondents. The remaining two classes, third (36-45) and fourth (46-

55) classes, constitute the remaining 21.5% and 7% of the respondents respectively. Table 1 shows the detail description respondents' demographics characteristics.

Marital Status

Marital Status of the respondents falls into two classes out of the four classes prepared. 68% of the respondents were married people while the remaining 32% are single individuals. Table 1 shows the detail description respondents' demographics characteristics.

Number of Children

The majority of the respondents are from the first class (1-3 children) where 64.3% do have up to three children. The next large number of respondents fall in the third class (no children) having 32.1% of the respondents. The second class (4-6 children) do have 3.6% of the respondents. Table 1 shows the detail description respondents' demographics characteristics.

Educational Level

The second class (BA/BSc Degree) have the majority of the respondents where 46.4% of them do fall in. The next highest number of respondents was from the first class (Diploma/TVET) where there are 26.8% of the respondents. The third class (MA/MSC Degree & Above) contain the remaining 26.8% of the respondents. Table 1 shows the detail description respondents' demographics characteristics.

Years of Service

The majority of the respondents do have work experience of type class one (3 – 7 years) where there are 53.6% of the respondents. The second highest level of respondents were located in the second class (8 – 12 years) where there are 35.7% of the respondents. The remaining two classes (13-20 and 21 & more) contains 7% and 3.6% of the respondents respectively. Table 1 shows the detail description respondents' demographics characteristics.

Experience at Current Position

The respondents work experience at the current position that are assigned to was identified and 57.1% of them fall into the first class (3 – 7 years) of work experience at current position. The second class (8 – 12 years) contains the second highest number of 28.6% respondents. The third class (13 – 20 years) have the remaining 14.3% of the respondents. Table 1 shows the detail description respondents' demographics characteristics.

No.	Characteristics	Frequency	Percent	
1	Sex	Male	14	25.0
		Female	42	75.0
		Total	56	100.0
2	Age	18 – 25	14	25.0
		26 – 35	26	46.5
		36 – 45	12	21.5
		46 – 55	4	7.0
		Total	56	100.0
3	Marital Status	Single	18	32.0
		Married	38	68.0
		Total	56	100.0
4	Number of Children	1 – 3	36	64.3
		4 – 6	2	3.6
		None	18	32.1
		Total	56	100.0
5	Educational Level	Diploma/TVET	15	26.8
		BA/BSc Degree	26	46.4
		MA/MSc Degree & Above	15	26.8
		Total	56	100.0
6	Years of Service	3 -7 Years	30	53.6
		8 - 12 Years	20	35.7
		13 - 20 Years	4	7.0
		21 And More	2	3.6
		Total	56	100.0
7	Experience in Current Position	3 -7 Years	32	57.1
		8 - 12 Years	16	28.6
		13 - 20 Years	8	14.3
		Total	56	100.0

Source: Survey, 2024

Table 1 – Respondents' demographics characteristics

4.2.2. Factors at Individual Level

Limiting Factors at Individual Level

The individual level category contains seven items: difference in leadership style of women and men, difficulty in balancing work and family responsibility, lack of adequate academic and job qualifications, lack of confidence and fear of failure, lack of ability to handle a crisis, lack of mentoring/coaching and networking and lack of self-motivation and ambition. Table 8 presents details of the limiting factors at individual level.

Differences in leadership style of women and men total score shows that respondents gave the highest score of 26% (8% of male and 18% of female) for undecided and while the 24% (2% of male and 22% of female) of respondents decided it is limiting to a large extent. 18% (male 8% and female 10%) of the respondents decided that it have a limiting capability of small extent. 14% (male 10% and female 4%) of the respondents considered this item to have a very small extent of limiting ability. The remaining 18% (male 0% and female 18%) think that this item do have a very large extent capacity to put limit on the subject matter.

Difficulty in balancing work and family responsibility have the highest score of 32% (male 4% and female 28%) where the respondents think that this item do have a limiting capability of very large extent and a similar score of 32% (male 10% and female 22%) was also recorded in limiting capability of large extent. The third highest score was 16% (male 6% and female 10%) that show the respondents were undecided on its extent. 14% (male 4% and female 10%) of the respondents do think that it have a limitation capacity of small extent. The remaining respondents of 6% (male 4% and female 2%) decided that it have a very small extent to put limitation.

Lack of adequate academic and job qualifications scored the highest score of 42% (male 12% and female 30%) where the respondents think that it have capacity to put limitation to a large extent. The second highest score of 18% (male 8% and female 10%) shows that the respondents are undecided on the limiting capacity of the item. The third highest score of 16% (male 4% and female 12%) was recorded for limiting capability of small extent. The remaining two extents (VSE and VLE) have each scored 12%.

Lack of confidence and fear of failure scored the highest score of 46% (male 10% and female 36%) where the respondents think that it have a limiting capability of very small extent. The

second highest score of 34% (male 16% and female 18%) in having a limiting capability of small extent. 20% (male 2% and female 18%) of the respondents were undecided on the limiting capability of the item. The remaining levels of extents (LE and VLE) each have got 0.0% of the respondents score.

Lack of ability to handle a crisis have got the highest score in of 46% (male 10% and female 36%) in the very small extent limiting capability section. The second highest score of 42% (male 14% and female 28%) was recorded in the small extent limiting capability. 12% (male 4% and female 8%) of the respondents were undecided on the limiting capability of the item. The remaining two levels of extents (LE and VLE) got 0.0% of the respondents score.

Lack of mentoring/coaching and networking scored the highest score of 34% (male 10% and female 24%) in the small extent limiting capability section. The second highest score of 26% (male 6% and female 20%) was in the very small extent limiting capability. 20% (male 6% and female 14%) of the respondents think that this item do have the capacity to limit to large extent. 12% (male 6% and female 6%) of the respondents were undecided on the limiting capability of the item while the remaining 8% (male 0.0% and 8% female) of the respondents think that it have a limiting capability of very large extent.

Lack of self-motivation and ambition scored the highest score of 32% (male 8% and female 24%) in the undecided section of limitation extent section. The second highest score of 28% (male 6% and female 22%) in the small extent category of limitation extent. 22% (male 10% and female 12%) of the respondents think that this item have a large extent of limitation capability. 18% (male 4% and female 14%) of the respondents considered this item to have a very small extent of limiting capability. Very small extent of limiting capability scored 0%.

No.	Limiting factor at individual level	Sex	VSE (1)	SE (2)	UN (3)	LE (4)	VLE (5)
1.	Differences in leadership style of women and men	Male	10.0%	8.0%	8.0%	2.0%	0.0%
		Female	4.0%	10.0%	18.0%	22.0%	18.0%
		Total	14.0%	18.0%	26.0%	24.0%	18.0%
2.	Difficulty in balancing work and family responsibility	Male	4.0%	4.0%	6.0%	10.0%	4.0%
		Female	2.0%	10.0%	10.0%	22.0%	28.0%

		Total	6.0%	14.0%	16.0%	32.0%	32.0%
3.	Lack of adequate academic and job qualifications	Male	0.0%	4.0%	8.0%	12.0%	4.0%
		Female	12.0%	12.0%	10.0%	30.0%	8.0%
		Total	12.0%	16.0%	18.0%	42.0%	12.0%
4.	Lack of confidence and fear of failure	Male	10.0%	16.0%	2.0%	0.0%	0.0%
		Female	36.0%	18.0%	18.0%	0.0%	0.0%
		Total	46.0%	34.0%	20.0%	0.0%	0.0%
5.	Lack of ability to handle a crisis	Male	10.0%	14.0%	4.0%	0.0%	0.0%
		Female	36.0%	28.0%	8.0%	0.0%	0.0%
		Total	46.0%	42.0%	12.0%	0.0%	0.0%
6.	Lack of mentoring/coaching and networking	Male	6.0%	10.0%	6.0%	6.0%	0.0%
		Female	20.0%	24.0%	6.0%	14.0%	8.0%
		Total	26.0%	34.0%	12.0%	20.0%	8.0%
7.	Lack of self-motivation and ambition	Male	4.0%	6.0%	8.0%	10.0%	0.0%
		Female	14.0%	22.0%	24.0%	12.0%	0.0%
		Total	18.0%	28.0%	32.0%	22.0%	0.0%

Source: Survey, 2024

Table 2 – Limiting factors at individual level

Interview Result for Limiting Factors at Individual Level

The challenges stated by the participants of the open-ended interview that are at the individual level can be summarized into three: *family obligations, lack of mentoring/coaching and challenges in education opportunities*. The family obligations consist of providing care for their children and elderly family member, taking care of household chores of the family and natural duties related to maternity/childbearing. Women are also expected to carry out these tasks by themselves or look for someone that they can delegate to while they still fulfill their duties at the workplace. Availability of a mentor that can help a junior management staff or aspiring employee develop the expertise that is needed in order to be considered for a leadership

position. Issues related to education opportunities include availability of on the job training, and flexibility of company procedures to attend trainings. Table 3 presents the limiting factors that are listed out by the participants of the open-ended interview.

Respondent	Limiting factors at individual level
A	<ul style="list-style-type: none"> ▪ Problem in finding and/or keeping a housemaid that can take care of my children while I am in my workplace. ▪ Lack of time and energy that I can exert into keeping myself updated in my line of work with the family life I have at this moment. ▪ Financially unattainable for me to pursue further education since my family consumes whatever money I make.
B	<ul style="list-style-type: none"> ▪ I have a lot to do at my hand. Taking care of my family and conducting day-to-day work responsibilities do not leave me much time and energy for further education. ▪ All I can hope is taking very short term trainings to update myself and make myself competent.
C	<ul style="list-style-type: none"> ▪ Difficulty in getting help from family members in dealing with household chores and taking care of my elderly parents. ▪ I do have academic qualification but I lack the guidance/help that I need. I do not know or have people that can help me to make myself ready for further leadership roles.
D	<ul style="list-style-type: none"> ▪ Lack of flexibility in my work schedule for attending further education where I am usually expected to be present even on weekends. ▪ Difficulty in raising the money required for further education on my own since the company I work in does not give scholarship to its employees.
E	<ul style="list-style-type: none"> ▪ I am on the process of starting out a family and all my time and energy is going to be consumed by the process and maternity for now. ▪ Education and more demanding job roles are not a priority to me at this time. This is something that I aspire to do in the future.
F	<ul style="list-style-type: none"> ▪ Both my young children and parents require my attention and I have difficulty in getting and/or keeping housemaid that can help me.

	<ul style="list-style-type: none"> ■ I do have the motivation and interest for attending further education and aim for more challenging job roles but my priority for now is making sure that my family is taken care of and keeping my job.
--	---

Table 3 – Open-ended interview result of limiting factors at individual level

Facilitating Factors at Individual Level

Finding work life balance have the largest score of 38% (male 14% and female 24%) in the large extent section of limiting capability while undecided section scored the second highest, 28% (male 6% and female 22%). 14% (male 8% and female 6%) of respondents considered this item to have an effect of a very large extent. Both small extent and very small extent got 10% (male 0% and female 10%) of the respondents score.

Building relationships and knowing people scored the highest in the undecided section, 40% (male 6% and female 34%) while the second largest score of 24% (male 6% and female 18%) was recorded in the large extent section. Both very small extent and small extent sections scored 16% (male 6% and female 10%) and 14% (male 6% and female 8%) respectively. Very large extent scored the smallest of all the items, 6% (male 4% and female 2%).

Making personal sacrifices and hard work have its highest score in the undecided section, 40.0% (male 8% and female 32%). The second largest score of 22% (male 8% and 14%) was recorded in large extent section and very small extent comes next with a score of 20% (male 4% and female 16%). 18% (male 8% and female 10%) was recorded in the small extent section and very large extent scored 0%.

Staying motivated and ambitious scored the highest in the large extent section, 46% (male 16% and female 30%). The second highest score of 20% (male 8% and female 12%) comes from very large extent section. Undecided section scored the third largest score of 18% (male 2% and female 16%). 14% (male 2% and female 12%) was recorded in the small extent section and very small extent got 2% (male 0% and female 2%) of the respondents score.

Being aggressive and fighting for leadership positions have its highest score of 48% (male 12% and female 36%) in the undecided section and its second highest score of 32% (male 16% and female 16%) in the large extent section. Small extent section scored 14% (male 0%, female 14%) in the small extent section. The fourth largest score was from very small extent section with a score of 6% (male 0% and female 6%) while very large extent scored 0%.

Upgrading academic level through continuous learning only have scores from very large extent and large extent having a score of 64% (male 18% and female 46%) and 36% (male 10% and female 26%) respectively. The remaining three sections (VSE, SE and UN) have 0% score.

No.	Facilitating factors at individual level	Sex	VSE (1)	SE (2)	UN (3)	LE (4)	VLE (5)
1.	Finding work life balance	Male	0.0%	0.0%	6.0%	14.0%	8.0%
		Female	10.0%	10.0%	22.0%	24.0%	6.0%
		Total	10.0%	10.0%	28.0%	38.0%	14.0%
2.	Building relationships and knowing people	Male	6.0%	6.0%	6.0%	6.0%	4.0%
		Female	10.0%	8.0%	34.0%	18.0%	2.0%
		Total	16.0%	14.0%	40.0%	24.0%	6.0%
3.	Making personal sacrifices and hard work	Male	4.0%	8.0%	8.0%	8.0%	0.0%
		Female	16.0%	10.0%	32.0%	14.0%	0.0%
		Total	20.0%	18.0%	40.0%	22.0%	0.0%
4.	Staying motivated and ambitious	Male	0.0%	2.0%	2.0%	16.0%	8.0%
		Female	2.0%	12.0%	16.0%	30.0%	12.0%
		Total	2.0%	14.0%	18.0%	46.0%	20.0%
5.	Being aggressive and fighting for leadership positions	Male	0.0%	0.0%	12.0%	16.0%	0.0%
		Female	6.0%	14.0%	36.0%	16.0%	0.0%
		Total	6.0%	14.0%	48.0%	32.0%	0.0%
6.	Upgrading academic level through continuous learning	Male	0.0%	0.0%	0.0%	10.0%	18.0%
		Female	0.0%	0.0%	0.0%	26.0%	46.0%
		Total	0.0%	0.0%	0.0%	36.0%	64.0%

Source: Survey, 2024

Table 4 – Facilitating factors at individual level

4.2.3. Factors at Organizational Level

Limiting Factors at Organizational Level

The organizational level category have seven items: Lack of flexible working practices and hours, Lack of fairness in professional development opportunities, Lack of opportunities to work on challenging assignments, Lack of qualified women for leadership roles, Lack of priority for women during competition and promotion, Top management attitude towards women and Unfair recruitment practices. Table 9 presents details of the limiting factors at organizational level.

Lack of flexible working practices and hours item scored the highest in both undecided (male 4% and female 26%) and small extent (male 14% and female 16%) sections of 30%. The second highest score of 26% (male 10% and female 16%) was recorded in large extent section while a value of 14% (male 0% and female 14%) was recorded in the very small extent section. Very large extent section have got 0.0% of the respondents score.

Lack of fairness in professional development opportunities scored the highest score of 40% (male 10% and female 30%) in the large extent limiting capability section. The next high score of 24% (male 8% and female 16%) was recorded in very large extent section. Both small extent and undecided sections got 16% (male 4% and female 12%) of the respondents score while very small extent section got 4.0% (male 2% and female 2%).

Lack of opportunities to work on challenging assignments achieved the highest score of 38% (male 16% and female 22%) in large extent section. The second highest score of 34% (male 4% and female 30%) was recorded in the undecided section. 16% (male 0% and female 16%) of the respondents considered this item to have a small extent of limiting capability. The fourth highest score of 8% (male 8% and female 0%) was recorded in the very large extent section. Very small extent section scored the lowest of all, 4% (male 0% and female 4%).

Lack of qualified women for leadership roles achieved the highest score of 46% (male 8% and female 38%) in the very small extent section while the second highest score of 30% (male 14% and female 16%) is found in undecided section of limiting capability. The third largest score of 24% (male 6% and female 18%) was recorded in the small extent section. The remaining two limiting capability sections (LE and VLE) both scored 0.0% of the respondent's points.

Lack of priority for women during competition and promotion have the highest score of 46% (male 16% and female 30%) in the large extent section of limiting capability. The second highest score of 40.0% (male 8% and female 32%) is recorded in very large extent section while undecided section scored the third largest score of 8% (male 4% and female 4%). The remaining two sections (SE and VSE) each scored 4% (male 0% and female 4%) and 2% (male 0% and female 2%) respectively.

Top management attitude towards women have the highest score of 42% (male 8% and female 34%) in the large extent section of limitation capability. The second highest score of 26% (male 8% and female 18%) was scored in the undecided section while the third largest score is from small extent section with a value of 18% (male 4% and female 14%). 14% (male 8% and female 6%) respondents do believe that the item have very large extent of limiting capability. Very small extent scored 0.0% of the respondents point.

Unfair recruitment practices have the highest score of 60% (male 14% and female 46%) in the large extent section. The second highest score of 24% (men 12% and female 12%) was recorded in the very large extent section while the third largest score is 16% (male 2% and female 14%) recorded in the undecided section. The remaining two sections (VSE and SE) have 0.0% of the respondents score.

No.	Limiting factor at organizational level	Sex	VSE (1)	SE (2)	UN (3)	LE (4)	VLE (5)
1.	Lack of flexible working practices and hours	Male	0.0%	14.0%	4.0%	10.0%	0.0%
		Female	14.0%	16.0%	26.0%	16.0%	0.0%
		Total	14.0%	30.0%	30.0%	26.0%	0.0%
2.	Lack of fairness in professional development opportunities	Male	2.0%	4.0%	4.0%	10.0%	8.0%
		Female	2.0%	12.0%	12.0%	30.0%	16.0%
		Total	4.0%	16.0%	16.0%	40.0%	24.0%
3.	Lack of opportunities to work on challenging assignments	Male	0.0%	0.0%	4.0%	16.0%	8.0%
		Female	4.0%	16.0%	30.0%	22.0%	0.0%
		Total	4.0%	16.0%	34.0%	38.0%	8.0%
4.		Male	8.0%	6.0%	14.0%	0.0%	0.0%

	Lack of qualified women for leadership roles	Female	38.0%	18.0%	16.0%	0.0%	0.0%
		Total	46.0%	24.0%	30.0%	0.0%	0.0%
5.	Lack of priority for women during competition and promotion	Male	0.0%	0.0%	4.0%	16.0%	8.0%
		Female	2.0%	4.0%	4.0%	30.0%	32.0%
		Total	2.0%	4.0%	8.0%	46.0%	40.0%
6.	Top management attitude towards women	Male	0.0%	4.0%	8.0%	8.0%	8.0%
		Female	0.0%	14.0%	18.0%	34.0%	6.0%
		Total	0.0%	18.0%	26.0%	42.0%	14.0%
7.	Unfair recruitment practices	Male	0.0%	0.0%	2.0%	14.0%	12.0%
		Female	0.0%	0.0%	14.0%	46.0%	12.0%
		Total	0.0%	0.0%	16.0%	60.0%	24.0%

Source: Survey, 2024

Table 5 – Limiting factors at organizational level

Interview Result for Limiting Factors at Organizational Level

The challenges stated by the participants of the open-ended interview that are at the organizational level can be summarized into two: *development opportunities* and *management attitude*. Development opportunities consists the efforts that the company can take to make sure that women are encouraged or assisted in their pursuit to leadership roles. These include providing professional development opportunities in a form of short or long term training, and assignment to challenging assignments so that they can get experienced in dealing with challenging tasks. Regarding management attitude, there are issues where the recruitment practices lack supportive measures that can encourage women to participate more in order to get promotion and apply for vacant posts. Table 6 presents the limiting factors that are listed out by the participants of the open-ended interview.

Respondent	Limiting factors at organizational level
A	<ul style="list-style-type: none"> ■ My company does not provide training or education scholarships and doing so by myself is not possible for me financially.

B	<ul style="list-style-type: none"> There are no short term training opportunities offered by the company that can help me to update myself. Without this my chances of being competent for upcoming promotion or vacant posts do get slimmer.
C	<ul style="list-style-type: none"> Lack of professional developments in terms of on the job trainings and/or mentoring programs that help to get ready for upcoming opportunities.
D	<ul style="list-style-type: none"> Lack of professional development opportunities offered by the company (scholarships, short term trainings, on the job trainings, etc.).
E	<ul style="list-style-type: none"> -----
F	<ul style="list-style-type: none"> The company lacks flexibility in its work procedures which make any attempt to upgrade my academic level impossible to do.

Table 6 – Open-ended interview result of limiting factors at organization level

Facilitating Factors at Organizational Level

Customized training opportunities for women have got the 70% (male 22% and female 48%) of the respondents score in the large extent section of facilitating factors. 14% (male 6% and female 8%) are undecided on the extent of this item in facilitation. The third largest score is from small extent section with a value of 8% (male 0% and female 8%) followed by very large extent section with a score of 6% (male 0% and female 6%) while very small extent scored the remaining 2% (male 0% and female 2%) of the score.

Developing women network in the company have a high score of 46% (male 6% and female 40%) in the very small extent section and the second highest score of 30% (male 8% and female 22%) was recorded in the undecided section. 24% (male 14% and female 10%) of the respondents considered it to have small extent in its facilitating effect. Both large extent and very large extent scored 0%.

Encouraging women to acquire the required qualifications have its highest score of 40% (male 10% and female 30%) followed by 36% (male 10% and female 26%) in the undecided section. The third largest score of 14% (male 8% and female 6%) is from small extent section followed

by very small extent section with a value of 10% (male 0% and female 10%). Very large extent section scored 0%.

Flexible working hours do have its highest score of 52% (male 8% and female 44%) in its undecided section. The second highest score of 18% (male 2% and female 16%) was recorded in the small extent section while large extent section recorded the third largest score of 16% (male 12% and female 4%). Very small extent section with a score of 14% (male 6% and female 8%) is the fourth largest score while very large extent section have got 0% score.

Proper performance evaluation and appraisal programs have its highest score of 48% (male 14% and female 34%) in the very large extent while large extent section with a score of 44% (male 12% and female 32%) is the second largest score. Undecided section with a score of 8% (male 2% and female 6%) is the third largest score while the remaining two sections (VSE and SE) have scored 0.0%.

Strong mentor and coaching programs is an item that got 40% (male 16% and 24%) score in the large extent section followed by undecided sections with 22% (male 2% and female 20%) score. Very large extent section have scored 20% (male 10% and female 10%) while very small extent have a score of 16% (male 0% and female 16%). The remaining 2% (male 0% and female 2%) was recorded in the small extent section.

Providing child care support or providing allowance have its high score in the small extent section, 32% (male 12% and female 20%). The second largest score of 30% (male 4% and female 26%) was recorded in undecided section. A score of 28% (male 12% and female 16%) was recorded in the large extent section and very small extent scored 8% (male 0% and female 8%). The remaining 2% (male 0% and female 2%) was covered by the very large extent section.

No.	Facilitating factors at organizational level	Sex	VSE (1)	SE (2)	UN (3)	LE (4)	VLE (5)
1.	Customized training opportunities for women	Male	0.0%	0.0%	6.0%	22.0%	0.0%
		Female	2.0%	8.0%	8.0%	48.0%	6.0%
		Total	2.0%	8.0%	14.0%	70.0%	6.0%
2.	Developing women network in the company	Male	6.0%	14.0%	8.0%	0.0%	0.0%
		Female	40.0%	10.0%	22.0%	0.0%	0.0%

		Total	46.0%	24.0%	30.0%	0.0%	0.0%
3.	Encouraging women to acquire the required qualifications	Male	0.0%	8.0%	10.0%	10.0%	0.0%
		Female	10.0%	6.0%	26.0%	30.0%	0.0%
		Total	10.0%	14.0%	36.0%	40.0%	0.0%
4.	Flexible working hours	Male	6.0%	2.0%	8.0%	12.0%	0.0%
		Female	8.0%	16.0%	44.0%	4.0%	0.0%
		Total	14.0%	18.0%	52.0%	16.0%	0.0%
5.	Proper performance evaluation and appraisal programs	Male	0.0%	0.0%	2.0%	12.0%	14.0%
		Female	0.0%	0.0%	6.0%	32.0%	34.0%
		Total	0.0%	0.0%	8.0%	44.0%	48.0%
6.	Strong mentor and coaching programs	Male	0.0%	0.0%	2.0%	16.0%	10.0%
		Female	16.0%	2.0%	20.0%	24.0%	10.0%
		Total	16.0%	2.0%	22.0%	40.0%	20.0%
7.	Providing child care support or providing allowance	Male	0.0%	12.0%	4.0%	12.0%	0.0%
		Female	8.0%	20.0%	26.0%	16.0%	2.0%
		Total	8.0%	32.0%	30.0%	28.0%	2.0%

Source: Survey, 2024

Table 7 – Facilitating factors at organizational level

4.2.4. Factors at Societal Level

Limiting Factors at Societal Level

The societal level category contains six items: Negative cultural beliefs and attitudes towards women role and ability to be leaders, Lack of encouragement for women to develop themselves for leadership positions, Family and work responsibility limit women progress, Lack of support programs for child and elderly care, Lack of women role models and Limited educational opportunity for women. Table 10 presents details of the limiting factors at societal level.

Negative cultural beliefs and attitudes towards women role and ability to be leaders scored the highest in the large extent section, 50.0% (male 10% and female 40%). The next highest score of 24% (male 8% and female 16%) comes from undecided section while the third highest score of 22% (male 10% and female 12%) comes from very large extent section. Small extent section scored 4% (male 0% and female 4%) and 0% was recorded in the very small extent section.

Lack of encouragement for women to develop themselves for leadership positions have the highest score of 58% (male 14% and female 44%) in the large extent section. The second highest score is from undecided section, 36% (male 14% and female 22%). Very large extent got 6% (male 0% and female 6%) of the respondents' points. The remaining two sections (VSE and SE) scored 0.0%.

Family and work responsibility limit women progress have the highest score of 62% (male 14% and female 48%) in the large extent section. The second largest score of 36% (male 12% and female 24%) was recorded in very large extent section while undecided section scored 2% (male 2% and female 0%), the third largest score. The remaining two sections (VSE and SE) both got 0% of the respondents score.

Lack of support programs for child and elderly care scored a high score of 50.0% (male 10% and female 40%) in the undecided section. The second largest score of 24% (male 6% and female 18%) was recorded in small extent section while the third largest score of 18% (male 12% and female 6%) was recorded in large extent section. Very small extent section scored 8% (male 0% and female 8%) of the respondents' points. Very large extent scored 0%.

Lack of women role models have the highest score of 32% (male 6% and female 26%) in the undecided section. The second highest score of 28% (male 8% and female 20%) comes from large extent section. Small extent section scored the third largest score of 26% (male 12% and female 14%) while very small extent section have a score of 14% (male 2% and female 12%). Very large extent got 0% of the respondents score.

Limited educational opportunity for women do have the lowest score 0.0% in very small extent, small extent and undecided sections of limiting capability. Very large extent have the second highest score of 30% (male 12% and female 18%) while a score of 70% (male 16% and female 54%) is recorded in the large extent section.

No.	Limiting factor at societal level	Sex	VSE (1)	SE (2)	UN (3)	LE (4)	VLE (5)
1.	Negative cultural beliefs and attitudes towards women role and ability to be leaders	Male	0.0%	0.0%	8.0%	10.0%	10.0%
		Female	0.0%	4.0%	16.0%	40.0%	12.0%
		Total	0.0%	4.0%	24.0%	50.0%	22.0%
2.	Lack of encouragement for women to develop themselves for leadership positions	Male	0.0%	0.0%	14.0%	14.0%	0.0%
		Female	0.0%	0.0%	22.0%	44.0%	6.0%
		Total	0.0%	0.0%	36.0%	58.0%	6.0%
3.	Family and work responsibility limit women progress	Male	0.0%	0.0%	2.0%	14.0%	12.0%
		Female	0.0%	0.0%	0.0%	48.0%	24.0%
		Total	0.0%	0.0%	2.0%	62.0%	36.0%
4.	Lack of support programs for child and elderly care	Male	0.0%	6.0%	10.0%	12.0%	0.0%
		Female	8.0%	18.0%	40.0%	6.0%	0.0%
		Total	8.0%	24.0%	50.0%	18.0%	0.0%
5.	Lack of women role models	Male	2.0%	12.0%	6.0%	8.0%	0.0%
		Female	12.0%	14.0%	26.0%	20.0%	0.0%
		Total	14.0%	26.0%	32.0%	28.0%	0.0%
6.	Limited educational opportunity for women	Male	0.0%	0.0%	0.0%	16.0%	12.0%
		Female	0.0%	0.0%	0.0%	54.0%	18.0%
		Total	0.0%	0.0%	0.0%	70.0%	30.0%

Source: Survey, 2024

Table 8 – Limiting factors at societal level

Interview Result for Limiting Factors at Societal Level

The challenges stated by the participants of the open-ended interview that are at the societal level (originate from society) can be summarized into two: *stereotypes* and *cultural beliefs*. Stereotypes includes all the responsibility in taking care of the family is women's responsibility only (lack of support from family members), they are supposed to focus on taking care of

family not on personal wishes and dreams (professional careers or aspirations are secondary things), lack of encouragement for pursuing professional careers, and expectations to take care of both work and family responsibility (double responsibility). Under cultural beliefs are limited educational opportunities (educating women considered not beneficial or prioritizing boys over girls in sending them to school), considering women unfit for leadership roles and responsibilities, and considering the current roles and responsibilities of men and women as something dictated by nature. Table 9 presents the limiting factors that are listed out by the participants of the open-ended interview.

Respondent	Limiting factors at societal level
A	<ul style="list-style-type: none"> ▪ Lack of support from family members in carrying out family duties and responsibilities since they consider any household errands women's duties. ▪ I do not get the help that I need to improve my academic qualification from my family members.
B	<ul style="list-style-type: none"> ▪ I do not get the help that I need from my family members in taking care of my children since this is considered to be women duties. ▪ I am expected to carry out both work and family responsibility (double responsibility).
C	<ul style="list-style-type: none"> ▪ The belief that women are more suited to tasks that are basic and simple to handle. They are incapable of handling the burdens of leadership roles.
D	<ul style="list-style-type: none"> ▪ I do not get the help that I need to improve my academic qualification from my family members. They think that I have already achieved enough and should focus more on family matters than pursuing further education
E	<ul style="list-style-type: none"> ▪ It is expected of me to focus on the family responsibilities by both my family and parents.
F	<ul style="list-style-type: none"> ▪ Lack of support from family members in carrying out family duties and responsibilities that force me to put pause on my interest for improving my academic qualification. ▪ My family thinks that my priority should be taking care of my family and what I have achieved so far is more than enough.

Table 9 – Open-ended interview result of limiting factors at societal level

Facilitating Factors at Societal Level

Censoring media transmitting content discriminating women have its highest score from undecided section with a score of 46% (male 8% and female 38%) and the second highest score coming from the small extent section having a score of 36% (male 10% and female 26%). The third highest score comes from the very small extent section with a value of 14% (male 6% and female 8%) and large extent section the remaining 4% (male 4% and female 0%). Very large extent section got 0% of the respondents score.

Chang family traditions structure in terms of roles have its highest score from undecided section with a value of 40% (male 10% and female 30%). The second largest value of 38% (male 18% and 20%) was recorded in the very small extent section and the third highest value comes from small extent section with a score of 22% (male 0% and female 22%). The remaining sections (both LE and VLE) have scored 0%.

Equal education opportunities for women have a high score of 64% (male 16% and female 48%) in the large extent section while the second largest score comes from the very large extent section with a value of 30% (male 10% and female 20%). Undecided section provided the remaining 6% (male 2% and female 4%) the score and the remaining two section (VSE and SE) do have a score of 0%.

Influence of successful female leaders in the society have its highest value in the undecided section with a score of 52% (male 16% and female 36%) and the second highest score of 24% (male 10% and female 14%) comes from large extent section. A score of 20% (male 2% and female 18%) is the third largest score from small extent section. Both VSE and VLE sections each have scored 2% (male 0% and female 2%).

Support programs for child and elders care service got its highest score in undecided section with a value of 32% (male 10% and female 22%). The second highest score of 30% (male 10% and female 20%) was from large extent section and very small extent section scored 18% (male 0% and female 18%). A value of 16% (male 8% and female 8%) is fourth largest value scored in small extent section and the remaining 4% (male 0% and female 4%) was from very large extent section.

Awareness programs to change culture towards role and ability of women have the highest score in the large extent section with a score of 52% (male 18% and female 34%) and the second highest coming from undecided section with a value of 30% (male 10% and female 20%). A score of 10% (male 0% and female 10%) was recorded in very small extent section and small extent section scored 6% (male 0% and female 6%). The remaining 2% (male 0% and female 2%) was scored in very large extent section.

No.	Facilitating factors at societal level	Sex	VSE (1)	SE (2)	UN (3)	LE (4)	VLE (5)
1.	Censoring media transmitting content discriminating women	Male	6.0%	10.0%	8.0%	4.0%	0.0%
		Female	8.0%	26.0%	38.0%	0.0%	0.0%
		Total	14.0%	36.0%	46.0%	4.0%	0.0%
2.	Chang family traditions structure in terms of roles	Male	18.0%	0.0%	10.0%	0.0%	0.0%
		Female	20.0%	22.0%	30.0%	0.0%	0.0%
		Total	38.0%	22.0%	40.0%	0.0%	0.0%
3.	Equal education opportunities for women	Male	0.0%	0.0%	2.0%	16.0%	10.0%
		Female	0.0%	0.0%	4.0%	48.0%	20.0%
		Total	0.0%	0.0%	6.0%	64.0%	30.0%
4.	Influence of successful female leaders in the society	Male	0.0%	2.0%	16.0%	10.0%	0.0%
		Female	2.0%	18.0%	36.0%	14.0%	2.0%
		Total	2.0%	20.0%	52.0%	24.0%	2.0%
5.	Support programs for child and elders care service	Male	0.0%	8.0%	10.0%	10.0%	0.0%
		Female	18.0%	8.0%	22.0%	20.0%	4.0%
		Total	18.0%	16.0%	32.0%	30.0%	4.0%
6.	Awareness programs to change culture towards role and ability of women	Male	0.0%	0.0%	10.0%	18.0%	0.0%
		Female	10.0%	6.0%	20.0%	34.0%	2.0%
		Total	10.0%	6.0%	30.0%	52.0%	2.0%

Source: Survey, 2024

Table 10 – Facilitating factors at societal level

4.3. Discussions

4.3.1. Based on Factors Impact Level

Based on the impact they have, the limiting factors at the individual level were categorized into five: VLE (Very Large Extent), LE (Large Extent), UN (Undecided), SE (Small Extent), and VSE (Very Small Extent). The following discussion presents the most impactful limiting factors (VLE) identified in the survey considering only the total number of respondents.

Limiting Factors at Individual Level

Out of the seven factors available in the individual level, three of the factors that do have the most impact on limiting women progress to a higher leadership position are identified. *'Difficulty in balancing work and family responsibility'* is found out to have an impact that is very large in extent out of the other factors (32% of the respondents) while the next impactful factor is *'Difference in leadership style of women and men'* with a score of 18%. *'Lack of self-motivation and ambition'* is the third largest limiting factor with a score of 12%. Table 14 presents the ranking of the factors from highest to the lowest based on their VLE score.

No.	Limiting Factor at Individual Level	VLE
1	Difficulty in balancing work and family responsibility	32.0%
2	Differences in leadership style of women and men	18.0%
3	Lack of adequate academic and job qualifications	12.0%
4	Lack of mentoring/coaching and networking	8.0%
5	Lack of confidence and fear of failure	0.0%
6	Lack of ability to handle a crisis	0.0%
7	Lack of self-motivation and ambition	0.0%

Table 11 – Based on VLE limiting factors impact at individual level

Limiting Factors at Organizational Level

At an organizational level, out of the seven limiting factors, three of the most impactful (VLE) are listed here. *'Lack of priority for women during competition and promotion'* having the

highest score of 40% of the respondents is the most impactful. The next two most impactful factors are ‘*Unfair recruitment practices*’ and ‘*Lack of fairness in professional development opportunities*’ with 24% of the respondents score. Table 15 presents the ranking of the factors from highest to the lowest based on their VLE score.

No.	Limiting Factor at Organizational Level	VLE
1	Lack of priority for women during competition and promotion	40.0%
2	Lack of fairness in professional development opportunities	24.0%
3	Unfair recruitment practices	24.0%
4	Top management attitude towards women	14.0%
5	Lack of opportunities to work on challenging assignments	8.0%
6	Lack of qualified women for leadership roles	0.0%
7	Lack of flexible working practices and hours	0.0%

Table 12 – Based on VLE limiting factors impact at organizational level

Limiting Factors at Societal Level

In the societal level, the impactful (VLE) factors out of the six are identified and listed here. ‘*Family and work responsibility limit women progress*’ the most impactful with a score of 36% of the respondents. ‘*Limited educational opportunity for women*’ is the next most impactful factor having a score of 30%. The third most impactful factor is ‘*Negative cultural beliefs and attitudes towards women role and ability to be leaders*’ with a score of 22% of the respondents. Table 16 presents the ranking of the factors from highest to the lowest based on their VLE score.

No.	Limiting Factor at Societal Level	VLE
1	Family and work responsibility limit women progress	36.0%
2	Limited educational opportunity for women	30.0%
3	Negative cultural beliefs and attitudes towards women role and ability to be leaders	22.0%
4	Lack of encouragement for women to develop themselves for leadership positions	6.0%
5	Lack of support programs for child and elderly care	0.0%

6	Lack of women role models	0.0%
---	---------------------------	------

Table 13 - Based on VLE limiting factors impact at societal level

Facilitating Factors at Individual Level

Out of the six factors that can be done to facilitate the advancement of women to a leadership positions at the individual level with the most impact of causing change to happen are identified and listed here. *'Upgrading academic level through continuous learning'* is found out to be the most impactful with a score of 64%. The next most impactful thing that can be done at an individual level is *'Staying motivated and ambitious'* with a score of 20% while *'Finding work life balance'* is the third most impactful thing to do with a score of 14%. Table 17 presents the ranking of the factors from the highest to the lowest based on their VLE score.

No.	Facilitating Factors at Individual Level	VLE
1	Upgrading academic level through continuous learning	64.0%
2	Staying motivated and ambitious	20.0%
3	Finding work life balance	14.0%
4	Building relationships and knowing people	6.0%
5	Being aggressive and fighting for leadership positions	0.0%
6	Making personal sacrifices and hard work	0.0%

Table 14 – Based on VLE facilitating factors impact at individual level

Facilitating Factors at Organizational Level

Not all seven facilitating factors that can be done at an organizational level to enhance the position of women to a leadership role have the same impact. Out of them the most impactful that can cause change is *'Proper performance evaluation and appraisal programs'* with a VLE score of 48% according to the respondents of the study. *'Strong mentor and coaching programs'* the next best thing to do with a VLE score of 20.0%. The third most impactful thing to do for change to happen is *'Customized training opportunities for women'* with a VLE score of 6%. Table 18 presents the ranking of the factors from the highest to the lowest based on their VLE score.

No.	Facilitating Factors at Organizational Level	VLE
1	Proper performance evaluation and appraisal programs	48.0%
2	Strong mentor and coaching programs	20.0%
3	Customized training opportunities for women	6.0%
4	Providing child care support or providing allowance	2.0%
5	Developing women network in the company	0.0%
6	Encouraging women to acquire the required qualifications	0.0%
7	Flexible working hours	0.0%

Table 15 – Based on VLE facilitating factors impact at organizational level

Facilitating Factors at Societal Level

The six facilitating factors listed under the societal level of facilitators have different levels of impact on the advancement women to the leadership position. Out of them, *'Equal education opportunities for women'* is the most impactful that can cause change to occur with a VLE score of 30%. *'Support programs for child and elders care service'* is the next most impactful thing to do at societal level that have a VLE score of 4.0%. The third most impactful factors are *'Influence of successful female leaders in the society'* and *'Awareness programs to change culture towards role and ability of women'* with a VLE score of 2%. Table 19 presents the ranking of the factors from the highest to the lowest based on their VLE score.

No.	Facilitating Factors at Societal Level	VLE
1	Equal education opportunities for women	30.0%
2	Support programs for child and elders care service	4.0%
3	Influence of successful female leaders in the society	2.0%
4	Awareness programs to change culture towards role and ability of women	2.0%
5	Censoring media transmitting content discriminating women	0.0%
6	Chang family traditions structure in terms of roles	0.0%

Table 16 – Based on VLE facilitating factors impact at societal level

4.3.2. Based on Respondents Gender

Based on the gender of the respondents, each of the limiting and facilitating factors score were categorized into male and female groups and they were sorted out in descending order and compared using the score they have in the VLE section. The discussion presented hereafter shows the observed difference on each factor based on the respondents' gender.

Limiting Factors at Individual Level

'Difficulty in balancing work and family responsibility' and *'Lack of adequate academic and job qualifications'* each got a score of 4% from male respondents. Female respondents result shows that *'Difficulty in balancing work and family responsibility'* scored 28%, *'Differences in leadership style of women and men'* got 18%, *'Lack of adequate academic and job qualifications'* do have a score of 8% and *'Lack of mentoring/coaching and networking'* got 8%. Even though both male and female respondents selected *'Difficulty in balancing work and family responsibility'* as the primary factor, there is a considerable gap of 24% in the score received between the genders. *'Lack of adequate academic and job qualifications'* is the second and third most impactful factor in male and female respondents respectively where there is a margin of 4% in the score given. Table 20 presents the difference in ranking of the limiting factors at individual level from highest to the lowest based on their VLE score and respondents gender.

No.	Male Respondents	VLE	Female Respondents	VLE
1	Difficulty in balancing work and family responsibility	4%	Difficulty in balancing work and family responsibility	28%
2	Lack of adequate academic and job qualifications	4%	Differences in leadership style of women and men	18%
3	_____	___	Lack of adequate academic and job qualifications	8%
4	_____	___	Lack of mentoring/coaching and networking	8%

Table 17 – VLE limiting factors at individual level based on respondents gender

Limiting Factors at Organizational Level

Male respondents score shows that ‘Unfair recruitment practices’ scored 12% and the remaining four factors (‘Lack of fairness in professional development opportunities’, ‘Lack of opportunities to work on challenging assignments’, ‘Lack of priority for women during competition and promotion’ and ‘Top management attitude towards women’) each got 8%. For female respondents, ‘Lack of priority for women during competition and promotion’ is the first factor with a score of 32% followed by ‘Lack of fairness in professional development opportunities’ with 16% score. ‘Unfair recruitment practices’ and ‘Top management attitude towards women’ factors each scored 12% and 6% respectively. There is a margin of 24% in the score given to the ‘Lack of priority for women during competition and promotion’ factor where it is the primary factor among women respondents and the fourth highest among male respondents. ‘Lack of fairness in professional development opportunities’ is the second most impactful factor for both male and female respondents where there is a margin of 8% in the score received in favor of female respondents. Table 21 presents the difference in ranking of the limiting factors at organizational level from highest to the lowest based on their VLE score and respondents gender.

No.	Male Respondents	VLE	Female Respondents	VLE
1	Unfair recruitment practices	12%	Lack of priority for women during competition and promotion	32%
2	Lack of fairness in professional development opportunities	8%	Lack of fairness in professional development opportunities	16%
3	Lack of opportunities to work on challenging assignments	8%	Unfair recruitment practices	12%
4	Lack of priority for women during competition and promotion	8%	Top management attitude towards women	6%
5	Top management attitude towards women	8%	_____	_____

Table 18 – VLE limiting factors at organizational level based on respondents gender

Limiting Factors at Societal Level

'Family and work responsibility limit women progress' is the first impactful factor with a score of 24% for female respondents and the second most impactful factor for male respondents having 12% score. *'Limited educational opportunity for women'* is the second most impactful factor for female respondents having a score of 18% while this is the first impactful factor for male respondents with a score of 12%. *'Negative cultural beliefs and attitudes towards women role and ability to be leaders'* is the third most impactful factor for both male and female respondents scoring 10% and 12% respectively. There is a margin that varies from 2% to 12% between male and female respondents score where female respondents considered them to be most impactful than men respondents. Table 22 presents the difference in ranking of the limiting factors at societal level from highest to the lowest based on their VLE score and respondents gender.

No.	Male Respondents	VLE	Female Respondents	VLE
1	Limited educational opportunity for women	12%	Family and work responsibility limit women progress	24%
2	Family and work responsibility limit women progress	12%	Limited educational opportunity for women	18%
3	Negative cultural beliefs and attitudes towards women role and ability to be leaders	10%	Negative cultural beliefs and attitudes towards women role and ability to be leaders	12%
4	_____	_____	Lack of encouragement for women to develop themselves for leadership positions	6%

Table 19 – VLE limiting factors at societal level based on respondents gender

Facilitating Factors at Individual Level

'Upgrading academic level through continuous learning' considered by both male and female respondents as the first most impactful factor where it scored 46% and 18% in female and male respondents respectively, a considerable margin of 28%. *'Staying motivated and ambitious'* is the second most impactful factor for female respondents (12%) and the third for male respondents (8%) where is a margin of 4% in favor of female respondents. The third most impactful factor for female (6%) and the second for male respondents (8%) is *'Finding work life balance'* where there is a margin of 2% in favor of male respondents. Table 23 presents the

difference in ranking of the facilitating factors at the individual level from highest to the lowest based on their VLE score and respondents gender.

No.	Male Respondents	VLE	Female Respondents	VLE
1	Upgrading academic level through continuous learning	18%	Upgrading academic level through continuous learning	46%
2	Finding work life balance	8%	Staying motivated and ambitious	12%
3	Staying motivated and ambitious	8%	Finding work life balance	6%
4	Building relationships and knowing people	4%	Building relationships and knowing people	2%

Table 20 – VLE facilitating factors at individual level based on respondents gender

Facilitating Factors at Organizational Level

Both male and female respondents chose ‘*Proper performance evaluation and appraisal programs*’ as the first most impactful factor scoring 14% and 34% respectively, a margin of 20% in favor of female respondents. ‘*Strong mentor and coaching programs*’ also considered by both male and female respondents as the second most impactful factor with a score of 10%. Table 24 presents the difference in ranking of the facilitating factors at the organizational level from highest to the lowest based on their VLE score and respondents gender.

No.	Male Respondents	VLE	Female Respondents	VLE
1	Proper performance evaluation and appraisal programs	14%	Proper performance evaluation and appraisal programs	34%
2	Strong mentor and coaching programs	10%	Strong mentor and coaching programs	10%
3	_____	___	Customized training opportunities for women	6%
4	_____	___	Providing child care support or providing allowance	2%

Table 21 – VLE facilitating factors at organization level based on respondents gender

Facilitating Factors at Societal Level

'Support programs for child and elders care service' is the second most impactful factor with a score of 4% followed by *'Influence of successful female leaders in the society'* and *'Awareness programs to change culture towards role and ability of women'* where each of these factors scored 2% score. *'Equal education opportunities for women'* is the first most impactful factor for both male and female respondents where there is a margin of 10% difference in favor of female respondents. Table 23 presents the difference in ranking of the facilitating factors at the societal level from highest to the lowest based on their VLE score and respondents gender.

No.	Male Respondents	VLE	Female Respondents	VLE
1	Equal education opportunities for women	10%	Equal education opportunities for women	20%
2	_____	___	Support programs for child and elders care service	4%
3	_____	___	Influence of successful female leaders in the society	2%
4	_____	___	Awareness programs to change culture towards role and ability of women	2%

Table 22 – VLE facilitating factors at societal level based on respondents gender

4.4. Comparison of Findings with other Studies

The study of Gebre Mariam (2019), focused on finding the factors limiting women's participation in leadership positions at Bank of Abyssinia, shows that educational gap between men and women (76% of respondents), lack of recommendation (72% of respondents), socio-cultural and lack of confidence are the main factors. The findings of this study on the societal limiting factors that have a significant impact as being 'Limited educational opportunity' is similar to Gebre Mariam (2019) finding of 'Educational gap between men and women'.

The study of Kemiso (2022) on the factors limiting women's participation in Bunna Bank shows that the major limiting factors of 'Adequate academic qualification' (40%), 'ambition

to be leader' (35%), and 'having the right communication skill' (24%) are the most impactful at the individual level where as 'Lack of delegation' (36%) and 'Lack of training and adequate education' (23%) were the major ones at organizational level. At societal level, the findings show that 'Cultural beliefs & attitudes' (33%) and 'Gender Stereo type' (27%) are the major factors. Out of the main factors of Kemiso (2022), 'Lack of training and adequate education' and 'Cultural beliefs & attitudes' are also the major factors that are in common with the findings of this study.

Chapter Five – Conclusion and Recommendation

5.1. Introduction

This chapter presents the conclusion drawn from the discoveries that are the results of the analysis conducted. Recommendation is also made based on the findings that are obtained. Both the Conclusion and Recommendation in this chapter are put together to respond to the Research Question as well as the Objective of the Research.

5.2. Summary of Major Findings

The study focused on finding the limiting factors that originate from the individual, organization and society which have the power to determine the participation of women in leadership positions at G. Global Gas & Chemicals Plc by gathering data using a structured questionnaire from employees of the company.

The major findings of the study show that

- The company have 150 employees; 99 female (66%) and 51 male (34%).
- At individual level, 32% of the respondents think that *'Difficulty in balancing work and family responsibility'* is the most impactful followed by *'Differences in leadership style of women and men'* with 18% of the respondents points.
- In regard to factors at the organization level, 40% of the respondents believe that *'Lack of priority for women during competition and promotion'* is the major factor while *'Lack of fairness in professional development opportunities'* was considered the most impactful by 24% of the respondents.
- Out of all the limiting factors that originate from society, 36% of the respondents considered *'Family and work responsibility limit women progress'* to be the most impactful while 30% of the respondents considered *'Limited educational opportunity for women'* to be the most impactful.

- 64% of the respondents considered *'Upgrading academic level through continuous learning'* and 20% of the respondents believe that *'Staying motivated and ambitious'* are the most impactful facilitating factors to change the situation at the individual level.
- At organizational level, the respondents 48% of the respondents believe that *'Proper performance evaluation and appraisal programs'* have the most impact to cause change while 20% of the respondents considered *'Strong mentor and coaching programs'* to be the most impactful.
- At society level, efforts in *'Equal education opportunities for women'* got 30% of the respondent most impactful factor point while providing *'Support programs for child and elders care service'* got 4% of the respondents points as the most impactful factor.
- Comparison of the scores based on the respondents gender show a considerable difference in the score awarded. In the limiting factors category, the women respondent's scores are higher than that of men respondents from 2% up to 24%. The same behavior is also observed in the facilitating factors category where there is still from 2% up to 28% difference in the score awarded by women respondents than men.

5.3. Conclusion

The under-representation of women in leadership positions is the result of a variety of causes that have contributed their own influence in a negative way. One way of categorizing these causes to facilitate the study of their impact women can be done using the GOS framework that categorize them into three: individual, organizational and societal.

The individual category consists of all the problem that are directly related to the individual and they can be solved by the individual having the problems assuming the inputs needed are available to the individual. In this regard the study found that out of all the limiting issues, the most impactful are *'Difficulty in balancing work and family responsibility'*, *'Differences in leadership style of women and men'*, and *'Lack of adequate academic and job qualifications'*.

The second category is all about the limiting issues that exist in the organization that female employees have to endure every day. Modifications of the rules, regulations and culture of the company that have negative impact on women advancement in leadership positions can remedy the issue. According to the findings of the study, the most impactful things that can be done to to solve issues related to the organization are *'Lack of priority for women during competition*

and promotion', *Lack of fairness in professional development opportunities*' and *Unfair recruitment practices*'.

The third category deals with issues that originate from society and have the power to limit the advancement of women in leadership positions. The issues most of the time are one-way or another related the negative cultural beliefs in society and the multiple roles women are expected to play, both in the workplace and at home. The findings of the research shows that out of all the limiting issues society have on the subject matter, the most impactful issues are *'Family and work responsibility*', *'Limited educational opportunity for women*', and *'Negative cultural beliefs and attitudes towards women role and ability to be leaders*'.

5.4. Recommendation

Based on the findings of the study, there are things that can be done to solve the limiting issues posing hindrance to advancement of women to leadership positions. The recommendations are to be done at different levels: individual, organizational and societal.

At an individual level the most impactful facilitating factors that an individual can do are *'Upgrading academic level through continuous learning*', *'Staying motivated and ambitious*' and *'Finding work life balance*'. Individuals should keep upgrading their level of academic/technical capability through continuous learning in order to stay relevant in the field of occupation and keep competitive advantage for upcoming leadership positions. Learning and utilizing the leadership style of men wherever required is also another point related to upgrading oneself. Staying motivated and ambitious a very essential element for upgrading ones academic achievement and to aim for more challenging job positions. Interacting with material (books, seminars, audio-video content) that have motivational and/or technical element related to occupation is very helpful in staying motivated and ambitious. Consistently doing things that enable an individual to save time and energy and reduce stress are vital to find work life balance (delegating tasks that can be done by others, taking adequate rest/break, setting boundaries between work & personal life, wise time management, etc.).

At an organizational level the most impactful facilitating factors that an organization can do are *'Proper performance evaluation and appraisal programs*', *'Strong mentor and coaching programs*' and *'Customized training opportunities for women*'. An organization that have

transparency and fairness in its conduct of doing performance evaluation and appraise individual's contribution lifts one of the main impediment women face since it greatly reduce the chance of favoritism or nepotism in its business process. Coaching and mentoring programs enable an organization to have employees that are capable of taking responsibility in a short period of time since they have already passed through the phase of familiarizing themselves with the tasks in the line of work they are assigned on. Customized training opportunities for women on the line of work they are engaged in helps to bridge the gap they have against their male counterparts (gap created by inherent issues in the society) and make them competitive in a relatively short period of time that would otherwise took a very long time.

At societal level the most impactful facilitating factors that society can carry out to enable women have a level playground are '*Equal education opportunities for women*', '*Support programs for child and elders care service*' and '*Influence of successful female leaders in the society*'. A society that provide equal access to education opportunities in all levels of provision will eventually fill the existing gap created from centuries of negative cultural beliefs and practices. This will remove one of the basic barriers that keep women out of the positions that require a considerable amount of academic qualification. The other facilitating factor is reducing or removing the responsibilities that women do have to carry-out at home in providing care and support for the children and elders living with them besides the responsibility they have at their workplace. Support programs in different forms (flexible work schedule, day care facility, extra leave for family emergency, etc.) can greatly help them to achieve work life balance and be more productive.

Reference

Ademe, G., & Singh, M. (2015). Factors affecting women's participation in leadership and management in selected public higher education institutions in Amhara Region, Ethiopia. *European Journal of Business and Management*, 7(31), 18-29.

Antonakis, J., & Day, D. V. (Eds.). (2017). *The nature of leadership*. 3rd ed. Sage publications.

Bahiru, B., & Mengistu, A. B. (2018). The challenges of women leaders of business organizations in Addis Ababa, Ethiopia, in balancing work-family responsibilities. *Journal of International Women's Studies*, 19(2), 140-158.

Becker, G. S. (1993). *The economic way of looking at life*. Coase-Sandor Institute for Law & Economics Working Paper No. 12.

Bennie, C., & Huang, T. (2010). Gender differences in stress management, emotional management and emotional expression within the workplace. *New Voices in Psychology*, 6(2), 23-44.

Berhanu, B., (2020). *Assessment of Factors Affecting the Participation of Women in Leadership: The Case of Zemen Bank S.C.; Addis Ababa University*.

Brown, L. M. (2010). The relationship between motherhood and professional advancement: Perceptions versus reality. *Employee Relations*, 32(5), 470-494.

Chliwniak, L. (1997). *Higher Education Leadership: Analyzing the Gender Gap*. ASHE-ERIC Higher Education Report, Vol. 25, No. 4.

Denzin, N. (2006). *Sociological Methods: A Sourcebook*. Aldine Transaction. ISBN 978-0-202-30840-1. (5th edition).

Dovetail (2023). What is purposive sampling? Retrieved from <https://dovetail.com/research/purposive-sampling/>, on December 12, 2023.

Eagly, A. H., Johannesen-Schmidt, M. C., & Van Engen, M. L. (2003). Transformational, transactional, and laissez-faire leadership styles: a meta-analysis comparing women and men. *Psychological bulletin*, 129(4), 569.

Fagenson, E. A. (1990). At the heart of women in management research: Theoretical and methodological approaches and their biases. *Journal of business Ethics*, 9, 267-274.

Gebre Mariam, M. (2019), Factors Affecting Women's Participation in Leadership Positions in the Case study of Bank of Abyssinia, Addis Ababa University.

Girmay, T. (2015), Challenges Faced by Women Leaders in the Financial Sector in Ethiopia: Focus on the Private Insurance Companies, Faculty of Business & Economics, Addis Ababa University.

Global (2023). G. Global Group. Retrieved from www.g-globalgroup.org on December 12.

G. Global (2023). G. Global Human Resource Report. Unpublished internal company document.

Golafshani, N. (2003). Understanding Reliability and Validity in Qualitative Research. University of Toronto, Toronto, Ontario, Canada. The Qualitative Report Volume 8 Number 4597-607 <http://www.nova.edu/ssss/QR/QR8-4/golafshani.pdf>

Ghosal, S. (2024). Purposive Sampling. Retrieved from <https://www.wallstreetmojo.com/purposive-sampling/> on Feb 20, 2023.

Groysberg, B. (2013). Gender Differences in Leadership Styles and the impact within corporate boards. Brighton: Harvard Business School.

Hora, E. A. (2014). Factors that affect women participation in leadership and decision making position. *Asian Journal of Humanity, Art and Literature*, 1(2).

Hulin, C., Netemeyer, R., and Cudeck, R. (2001). Can a Reliability Coefficient Be Too High? *Journal of Consumer Psychology*, Vol. 10, No. 1/2, Methodological and Statistical Concerns of the Experimental Behavioral Researcher, pp. 55-58

Hughes, S., Davis, T. E., & Imenda, S. N. (2019). Demystifying theoretical and conceptual frameworks: A guide for students and advisors of educational research. *J Soc Sci*, 58(1-3), 24-35.

IMF (2023). World Economic Outlook (October 2023), GDP per capita, current prices. Retrieved from <https://www.imf.org/external/datamapper/NGDPDPC@WEO/OEMDC/ADVEC/WEOWORLD/ETH> on December 12, 2023.

Judith, C., (2010). Opportunity Now, What holds women back? Women and men's perceptions of the barriers to women's progression. Available from https://womeninmanagement.info/wp-content/uploads/2011/07/Barriers_to_Work1.pdf

Jing, Z., Hou, Q., Zhang, Y., & Zhao, Y. (2022). The Relationship between Female Leadership Traits and Employee Innovation Performance - The Mediating Role of Knowledge Sharing. *Sustainability*, 14(11), 6739.

Kemiso, H.K. (2022). Examining Factors Affecting Women's Participation in Leadership Positions in the case of Bunna Bank S.C., Addis Ababa University.

Kolzow, D. R. (2014). Leading from within Building Organizational Leadership Capacity. Warner Books. Available from https://www.iedonline.org/clientuploads/Downloads/edrp/Leading_from_Within.pdf

Latchanah, C., & Singh, S. (2016). An investigation of the challenges faced by women when progressing into leadership positions: A case of the IT division at Barclays Africa Technology (Trading as ABSA). *Journal of Management & Administration*, 2016(1), 36-71.

McKinsey, C. (2007). Women Matter: Gender Diversity, A Corporate Performance Driver. Gender Differences in Leadership Styles and the Impact within Corporate Boards. The Commonwealth Secretariat, Social Transformation Programs Division.

Malos, R. (2012). LEADERSHIP STYLES. *Annals of Eftimie Murgu University Resita, Fascicle II, Economic Studies*.

Mbugua, W. (2007). An investigation of factors influencing women progression to leadership positions in Kenya: a case study of four selected institutions. Kenyatta University.

Mekonnen Tadesse, W. (2017). Women in management: Challenges and gaps in public institutions in Ethiopia. *Journal of International Women's Studies*, 18(2), 105-117.

NBE (2022). National Bank of Ethiopia 2021-2022 Annual Report. Retrieved from <https://nbebank.com/wp-content/uploads/pdf/annualbulletin/Annual%20Report%202020-2021/2021-22%20Annual%20report.pdf> on December 15, 2023.

Novakovich, (2017). The Importance of women in leadership positions. Retrieved from <https://www.equities.com/news/the-importance-of-women-in-leadership-positions/> on December 12, 2023.

Nussbaum, M. C. (2004). Women's education: A global challenge. *Signs: Journal of Women in Culture and Society*, 29(2), 325-355.

Nye, S. (2016). Leadership. *American Governance*, ed. Stephen L. Schechter, Macmillan. Available at: https://real.mtak.hu/92343/1/PPB-MK_2017_1_Paiman_Ethical_Leadership.pdf

Shiferaw, A. (2017). Productive capacity and economic growth in Ethiopia. United Nations, Department of Economics and Social Affairs.

Schaef, A. W. (2013). *Women's reality: An emerging female system in a white male society*. HarperCollins Publishers.

Thevanes, N., & Mangaleswaran, T. (2018). Relationship between work-life balance and job performance of employees. *IOSR Journal of Business and Management*, 20(5), 11-16.

Tallerico, M., & Burstyn, J. N. (1996). Retaining women in the superintendence: The location matters. *Educational Administration Quarterly*, 32(1_suppl), 642-664.

UN Women (2018). Annual Bulletin 2018. Retrieved from <https://data.unwomen.org/sites/default/files/documents/women%20count%202018%20annual%20report.pdf> on December 12, 2023.

UNICEF Fact Sheet (2018), Girl's Education, Retrieved from <https://www.unicef.org/ethiopia/media/381/file/Girls%20Education%20Advocacy%20Brief%20in%20Ethiopia%20.pdf> on December 12 2023.

UNFPA (2023, December 12), Retrieved from ‘United Nations Population Fund World Population Dashboard Ethiopia’, <https://www.unfpa.org/data/world-population/ET>.

Whitmarsh, L., Brown, D., Cooper, J., Hawkins-Rodgers, Y., & Wentworth, D. K. (2007). Choices and challenges: A qualitative exploration of professional women's career patterns. *The Career Development Quarterly*, 55(3), 225-236.

Winston, B. E., & Patterson, K. (2006). An integrative definition of leadership. *International journal of leadership studies*, 1(2), 6-66.

Yukl, GA, & Gardner, WL (2020). *Leadership in Organizations* (9th ed., pp. 27-28). Pearson Education, Inc.

Appendices

Annex 1: Questionnaire

Dear respondent,

My name is Samrawit Bogale and I'm a graduate student in Executive MBA program at Addis Ababa University College of Business & Economics, Department of Management. For the purpose of completing my studies, I'm conducting a research under the title 'Women Leadership in Organizational Success: The case of G. Global Gas & Chemical Plc.'.

I'm looking for people who are willing to participate in this study and can give me information that is genuine and helpful to complete my research and I believe you do have the capacity to do so by answering the questions listed in this questionnaire.

In filling out this questionnaire, there is no need to write your name, use ✓ sign to indicate your choice in part one of this questionnaire and you can use the back side of the questionnaire paper to provide answers for open ended questions in case the space provided under the question is not sufficient.

The information that you share with me will be kept confidential and only used for the academic purpose and you can contact me for any difficulty in filling out this questionnaire through email () and telephone ().

Thank you for your consideration and cooperation.

Part One: Respondent's Demographic Information (Please use ✓ mark.)

- | | | | | | |
|-------------------|---------------------------------|----------------------------------|----------------------------------|-----------------------------------|-------------------------------------|
| 1. Sex | <input type="checkbox"/> Male | <input type="checkbox"/> Female | | | |
| 2. Age | <input type="checkbox"/> 18-25 | <input type="checkbox"/> 26-35 | <input type="checkbox"/> 36-45 | <input type="checkbox"/> 46-55 | <input type="checkbox"/> 56 & above |
| 3. Marital status | <input type="checkbox"/> Single | <input type="checkbox"/> Married | <input type="checkbox"/> Widowed | <input type="checkbox"/> Divorced | |
| 4. # of children | <input type="checkbox"/> 1 -3 | <input type="checkbox"/> 4-6 | <input type="checkbox"/> Above 6 | <input type="checkbox"/> None | |

5. Educational Level Diploma/TVET BA/BSc Degree MA/MSc & Above
6. Years of Service < 3 Years 3 – 7 8 – 12 13 - 20 21 & Above
7. Experience in
Current Position < 3 Years 3 – 7 8 – 12 13 - 20 21 & Above

Part Two: Assessment of factors limiting women’s participation in leadership positions

This part of the questionnaire uses a five point scale (Very Small Extent (VSE), Small Extent (SE), Undecided (UN), Large Extent (LE), and Very large Extent (VLE)) for assigning a value you think each question deserve according to your opinion. Please show your answer by putting a tick mark (✓) on one of the five boxes given next to the question.

2.1. Individual Level

No.	Limiting factors at individual level	VSE (1)	SE (2)	UN (3)	LE (4)	VLE (5)
1	Differences in leadership style of women and men					
2	Difficulty in balancing work and family responsibility					
3	Lack of adequate academic and job qualification					
4	Lack of confidence and fear of failure					
5	Lack of ability to handle a crisis					
6	Lack of mentoring/coaching and networking					
7	Lack of self-motivation and ambition					

2.2. Organizational Level

No.	Limiting factors at organizational level	VSE (1)	SE (2)	UN (3)	LE (4)	VLE (5)
1	Lack of flexible working practices and hours					
2	Lack of fairness in professional development opportunities					

3	Lack of opportunities to work on challenging assignments					
4	Lack of qualified women for leadership roles					
5	Lack of priority for women during competition and promotion					
6	Top Management attitude towards women					
7	Unfair recruitment practices					

2.3. Societal Level

No.	Limiting factors at societal level	VSE (1)	SE (2)	UN (3)	LE (4)	VLE (5)
1	Negative cultural beliefs and attitudes towards women role and ability to be leaders					
2	Lack of encouragement for women to develop themselves for leadership positions					
3	Family & work responsibility limit women progress					
4	Lack of support programs for child and elderly care					
5	Lack of women role models					
6	Limited educational opportunity for women					

Part Three: Assessment of factors that facilitate women's participation in leadership positions

This part of the questionnaire uses a five point scale (Very Small Extent (VSE), Small Extent (SE), Undecided (UN), Large Extent (LE), and Very large Extent (VLE)) for assigning a value you think each question deserve according to your opinion. Please show your answer by putting a tick mark (✓) on one of the five boxes given next to the question.

3.1. Individual Level

No.	Facilitating factors at individual level	VSE (1)	SE (2)	UN (3)	LE (4)	VLE (5)
1	Finding work life balance					
2	Building relationships and knowing People					
3	Making personal sacrifices and hard work					
4	Staying motivated and ambitious					
5	Being aggressive and fighting for leadership positions					
6	Upgrading academic level through continuous learning					

3.2. Organizational Level

No.	Facilitating factors at organizational level	VSE (1)	SE (2)	UN (3)	LE (4)	VLE (5)
1	Customized training opportunities for women					
2	Developing women network in the company					
3	Encouraging women to acquire the required qualifications					
4	Flexible working hours					
5	Proper performance evaluation and appraisal programs					
6	Strong mentor and coaching programs					
7	Providing child care support or providing allowance					

3.3. Societal Level

No.	Facilitating factors at societal level	VSE (1)	SE (2)	UN (3)	LE (4)	VLE (5)
-----	--	------------	-----------	-----------	-----------	------------

1	Censoring media transmitting content discriminating women					
2	Change family traditional structure in terms of roles					
3	Equal education opportunity for women					
4	Influence of successful female leaders in the society					
5	Support programs for child and elders care service					
6	awareness program to change culture towards role & ability of women					

Annex 2: Interview Questions

Interview Date _____

1. Personal Data: sex, age, marital status, education level, years of service, service in current position.

2. What is the current position you are working on and for how long?

3. What do you think are the limiting issues for women to advance in leadership positions

a. At an individual level

b. At organizational level

c. At societal level

4. What does the promotion and appraisal program of the company look like?

5. Have you witnessed or heard about discrimination of women in recruitment?

6. What is your perception of women representation in the company? Do you believe women have a fair representation in the company?

7. What was your role model for you to reach the position you are today? Your thoughts on the significance of role models.

8. What is your thoughts on leadership styles? Do you have your preference?

9. What do you think women leaders contribute to leadership roles?

10. What career advice do have for people who aspire to become a leader?

11. What does the support you received to reach to this position look like?
