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The Impact of Glass Ceiling on Female Career Advancement: The Case of the Educational Sector of the Mezam and Fako Divisions of Cameroon

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Abstract:

Glass ceiling syndrome" is one of the primary hidden barriers that prohibit the progression of talented women professionals from ascending senior executive positions in most formal organizations like schools Cameroon. This barrier faced by women in the said country is an unwritten rule in many business and non-business organizations, despite the fact that the number of women in top-level corporate jobs remain blocked in their career journey. This is a call for concern and thus this work centres on 'Assessing the Impact of Glass Ceiling on Female Career Progression in the Educational sector of the Mezam and Fako Divisions of Cameroon'. It summarizes barriers that work to keep women in traditional "sticky floors" where they remain stock at those floor levels, unable to make any swift journey to positions of leadership, unless sexually harassed sometimes in order to gain a position of authority. The objectives of the study seek to assess the factors that influence glass ceiling experienced by women employees in the Study Area. Secondly, it examines the direct and indirect effects of glass ceiling syndrome on women career advancement in these sectors of the two Divisions. The methods used for data collection are interviews and questionnaires administered to 530 women in schools and banks of the two regions. The Partial Least Square Structural Equation Modeling (PLS-SEM) was used for hypothesis testing and as a tool for inferential statistics. This is a fitting model because it analyses several variables simultaneously-even the unobservable, hard-to-measure latent variables like Glass ceiling and female career development. Results indicated that the barriers have a 52% impact on glass ceiling and the Glass ceiling syndrome in turn has a negative effect on female career progression by 62%. It was discovered that out of the 1462 Administrators or Heads of Institutions in the two regions of study, 1063 are men and only 399 are women. Some strategies are proposed to combat the negative effect of glass ceiling on the career progression of these women. They are: consciousness raising, career planning, management training, information sharing, mentoring, networking, and retraining. In order to shrink glass ceiling effect, some women are quitting their jobs and setting up their business, becoming freelancers in order to have more control over their career trajectory.

Keywords: Glass ceiling barriers, female job challenges, women career advancement and motivational factors to career advancement

1. Introduction

Glass ceiling- Career Progression nexus tends to be one of the greatest areas of concern in most societies of the world and Cameroon is not an exemption. According to Powell & Graves (2003), career advancement signifies climbing the corporate ladder or working up the higher ranks. Women career progression in organizations can be hindered by many factors like glass ceiling. The term "glass ceiling" is still not even a buzzword in the Cameroonian context, despite the fact that the number of women in top-level corporate jobs have stagnated over the past decade. This age-long 'conundrum' known as the 'glass ceiling' refers to situations where the advancement of a qualified person within the hierarchy of an organization is stopped at a lower level because of some form of discrimination, most commonly sexism. (United Nations, 2011).

In most organizations in Cameroon there are indeed gender disparities in managerial positions. Evidence is gathered from the fact that in the formal sector, women account for only 2.6% of the estimated labor force of about five million compared to 12.2% of men. However, in the informal sector composed of mostly farmers and 'Buyam Sellams'

(petty traders), women account for 45.8% out of 85.2% of Cameroonians employed in that sector. Additionally, more than 75% of the workforce in the agricultural sector are women. (National Institute of Statistics-Cameroon, 2004).

From a personal survey round most organizations like Higher Educational Institutions within the Bamenda and Fako regions, have disgruntled female workers due to the glass ceiling impediment. They face obstacles like: Religious/Cultural/Social barriers, Institutional/Organizational/ Structural barriers, Legislation/Political Barriers, Educational barriers, Gender Based/Self-made barriers and political/Leadership barriers. This unfortunate situation of these women provokes the following research question: To what extent does glass ceiling influence women career advancement in the Education sector of the Mezam and Fako Divisions of Cameroon? What are the indicators of female career progression among these women?

2. Research Objectives

- To evaluate the extent to which glass ceiling barriers influence women career advancement in the Education sector of the Mezam and Fako Divisions of Cameroon.
- To assess the extent to which Motivational Factors contribute to Female Career advancement in the two sectors of the Divisions of study
- To evaluate the extent to which glass ceiling influence women career advancement through motivational factors in the Educational sector of the Mezam and Fako Divisions of Cameroon.

3. Research Methodology

3.1. Background Information to Area of Study

3.1.1. Mezam Division-North West Region of Cameroon

Mezam is a county of Northwest Region in Cameroon. The department covers an area of 1745 km² and as of 2001 had a total population of 465,644. The capital of the department lies at Bamenda. The department is divided administratively into 5 communes and in turn into villages: Bafut, Bali, Bamenda 1, Bamenda 11, Bamenda III Santa and Tubah. (Kaberry, 1962) This Thesis work concentrated only on the Bamenda Municipality made up of the three communes. That is; Bamenda 1, Bamenda 11 and Bamenda III

3.1.2. Fako Division –South West Region of Cameroon

Fako is a department of Southwest Region in Cameroon. The department covers an area of 2,093 km² and as of 2001 had a total population of 534,854. The capital of the department lies at Limbé. The department is divided administratively into 7 communes and in turn into villages: Buéa, Limbé I, Limbé II, Limbé III, Muyuka, Tiko and West Coast. For this study, we concentrated on the Limbe and Buea Municipalities.

3.2. Sources and Method of Data Collection

The data needed for this work was obtained mainly from the Primary Source. This source of data constituted interviews conducted using a single form of questionnaire administration designed for a stipulated group of female interviewees namely; the Self-administered Questionnaire. The questionnaires were distributed to the women of the Educational Sector of the two Divisions of study and each of them could answer them since all of these women respondents are literate. Six hundred questionnaires were given out and 530 of them were returned.

3.3. Population and Sampling Techniques

The Stratified Simple Random sampling technique was employed to get the various female employees in the Educational Sector of the two Divisions of study. In this sector, we selected from some Institutes of Higher Learning; the University of Buea (UB), the University of Bamenda (UBA), The Catholic University Institute of Buea (CUIB), the Catholic University of Cameroon (CATUC) Bamenda, Government Secondary Schools, Denominational secondary Schools and Private Secondary Schools.

3.4. Model Specification and Estimation

For the inferential statistics, the Partial Least Square Path Modelling (PLS-PM) or the Partial Least Square Structural Equation Modelling (PLS-SEM) was used. Structural Equation Modelling (SEM) is a combination of Factor Analysis and Multiple Regression. It also goes by the aliases 'causal modelling' and 'analysis of covariance structure' The PLS Structural Equation Modelling is composed of two sub-models; the measurement model and the structural model. The Measurement Model represents the relationships between the measured (manifest or observed variables) or indicators and the latent (unobserved variables) or factors. The Structural Model represents the relationships between the latent (hidden) variables and the exogenous variables. The latent variables in this study are glass ceiling and the indicators are their determinants.

3.4.1. Specification of Model

3.4.1.1. Specification of Model One

In order to examine the determinants of glass ceiling experienced by women in Mezam and Fako Division of Cameroon, the model is specified as follows.

GLCS = f (ACCB, NETB, HAOB, SIGP, STRB, COMB, PERB)

$$GLCS = \lambda_1 ACCB_i + \lambda_2 NETB_i + \lambda_3 HAOB_i + \lambda_4 SIGP_i + \lambda_5 STRB_i + \lambda_6 COMB_i + \lambda_7 PERB_i + \varepsilon_i \quad (1)$$

Equation (3) examined the relation between measure of complacency barriers (COMB), stereotype and inter group polarization (STRB), harassment and others barriers (HAOB), measure of accessibility barrier (ACCB), personal barriers (PERS), negative expectation (NET) and glass ceiling (GLCS). In the model specification above, the constant is omitted because we are dealing with standardized scores and the mean value is zero while the standard deviation is one

3.4.2. Specification of Model Two

3.4.2.1. The Direct Effect models specification.

The direct model specification derived from the conceptual framework will permit us to examine the direct effect of glass ceiling syndrome on women career advancement in Mezam Division The functional form of the model is as follow.

CAREEA =f(GLCS)

Empirical Model of partial direct effect is as seen below.

$$CAREER_1 = \beta_4 GLCS_i + \varepsilon_1 \quad (2)$$

The parameters in equation 2 will be estimated using the maximum likelihood approach of variance based structural equation modeling using the software SmartPLS 2.

3.4.3. Specification of Model Three

Specification of model three will permit us to explore the extent to which motivational factors and glass ceiling syndrome contribute to women career advancement in Mezam and Fako Division of Cameroon. That is, the interactive effect of these factors on female career growth. The estimation of the parameters in this model will permit us to adequately response to question 3 in the study.

3.4.4. The Indirect Effect Model Specification

The relationship between the constructs glass ceiling, motivational factor and interactive effect of motivational factor and glass ceiling and women career advancement can be expressed in the functional form as seen below. That is, the effect of glass ceiling on female career advancement as mediated by the cofounding variable -motivational factors. On the other hand, we will assess the impact of motivational factors on female career progression as mediated by the confounding variable- glass ceiling.

$$CAREEA = f (GLCS, MOTF, GLCS * MOTF) \quad (3)$$

The empirical model derived from the functional form can be model using the hypothesized conceptual framework and mathematic as seen below.

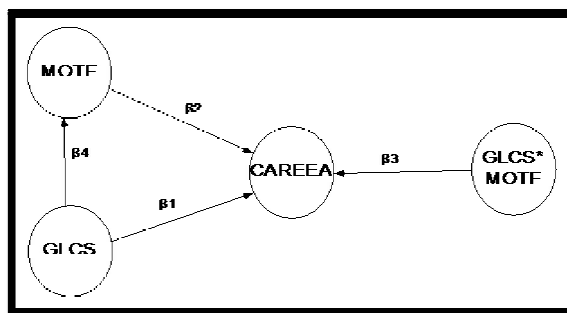


Figure 1: Hypothesized Conceptual Model

Fig 3.1 shows the Interactive effect of glass ceiling and motivational factors on women career advancement. Based on this the empirical model is drive as follows.

$$Careea_i = \beta_1 GLCS_i + \beta_2 MOTF_i + \beta_3 GLCS_i . MOTF_i + \varepsilon_i \quad (4)$$

Where;

- The subscript i in empirical model 3 indicates that the observations were obtained across individuals.
- GLCS= Glass Ceiling
- MOTF= Motivational factors and
- B= the Research Parameters

The parameters were estimated using the maximum likelihood estimation techniques of structural equation modelling using the software SmartPLS version 2. The apriori expected sign are as follows;

$$\beta_1 > 0 \text{ or } \beta_1 < 0, \beta_2 > 0 \text{ or } \beta_2 < 0, \beta_3 > 0 \text{ or } \beta_3 < 0$$

3.4.5. Method of Data Analysis and Appraisal

For data analysis, both a descriptive and an inferential tool are used. For descriptive analysis, summary tables bar and pie charts are used. For the inferential statistics, the Partial Least Square Path Modelling (PLS-PM) or the Partial Least

Square Structural Equation Modelling (PLS-SEM) results are employed to interpret the causal relationships between the measured and latent variables. The Factor or Path Analysis helps in inferring relationship between the latent variables. The confirmatory Factor Analysis is employed as a method of analysis of the data collected. The Explanatory Factor Analysis is applied to help test the relationship between the measured or observed variables. The software for the Covariance-Based Structural Equation Modelling used for data processing is the SmartPLS2 or PLS2. Statistically, the model is evaluated by comparing two variance/covariance matrices. From the data collected, a simple variance/covariance matrix is calculated. From this matrix, and the model an estimated population variance/covariance matrix is computed. If the estimated population variance/covariance matrix is very similar to the known sample/variance/covariance matrix, then the model is said to be fit for data collected. A Chi-square statistic is computed to test the null hypothesis that the model does fit the data well.

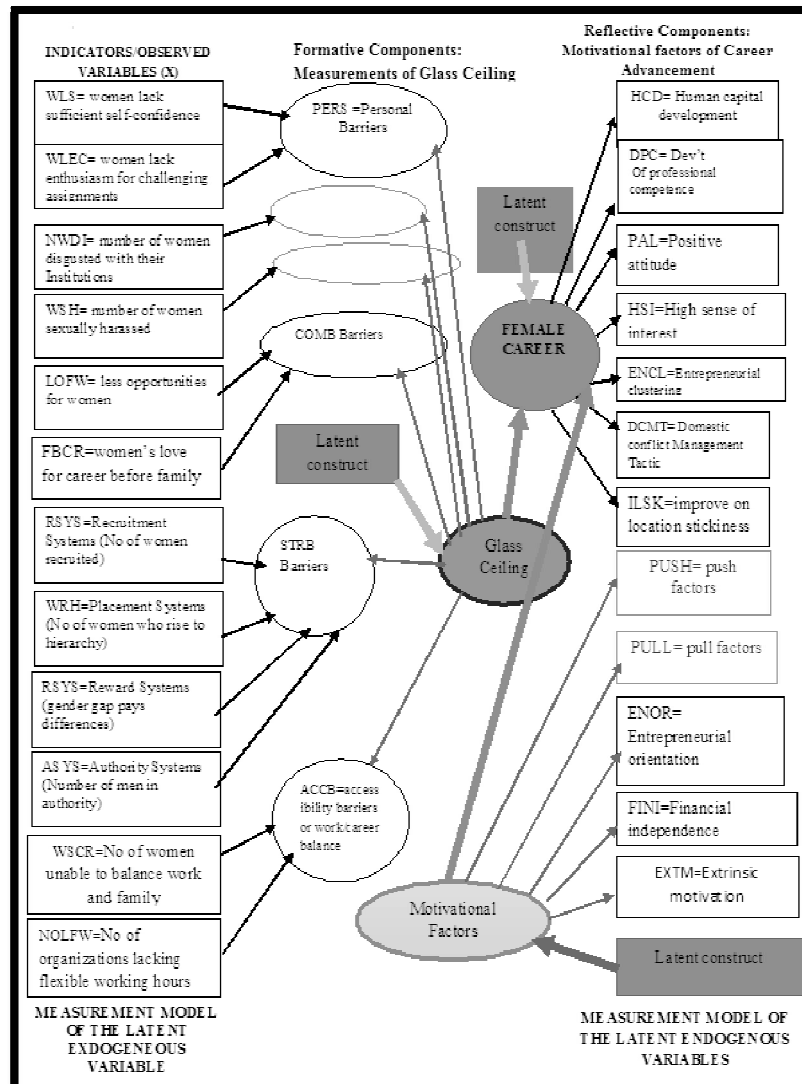


Figure 2: Reflective and Formative Models

3.5. Explanation of Fig 3. - Reflective and Formative Models

3.5.1. Reflective Model

In a reflective model, the latent constructs are a consequence of the measurement indicators. That is, the latent construct reflects the type of indicators. In this model, indicators are essentially interchangeable and therefore, the removal of an item doesn't change the essential nature of the underlying construct. A change in an indicator brings a change in the latent construct. Reflective measurement approach tries to maximize the overlap between the interchangeable factors. Here, arrows leave from the latent constructs and point towards the indicators. In this research study, the reflective variables are: Human Capital Development (HCD), Entrepreneurial Clustering (ENCL), Domestic Conflict (DCMT).

3.5.2. The Formative Model

In the formative model, measurement items or indicators cause the construct. There is little or no correlation between the indicators. They are distinct from each other. In this model, omitting an indicator is omitting a part of the construct. Here, arrows leave from the indicators to the latent constructs. In this work, Glass Ceiling is a Formative

Construct, comprising of personal barriers (PERS), harassment and interpersonal barriers (HAOB), complacency/Organizational Barriers (COMB) and accessibility barriers or work/career balance (ACCB)

The coefficients in the models are called Regression B-Weights and the coefficients linking one latent to another are called Path coefficients. Each path directly linking to each construct are called direct path coefficients. Paths linking indirectly are called indirect path coefficients.

4. Presentation of Results

4.1. Demographic Characteristics of the Women Respondents

4.1.1. The Age of the Respondents

The Age factor is very vital in determining the age group of women employed in organizations of the two Divisions of this study. From Table 1 below, this study has shown that 8 % of the women are below 20 years, 20.8% fall within the age range (21-30years), 30.0% are between (31-40 years), while 27.5% are about (41-50 years), and 20.9% are (50 and above). This survey has provided evidence of work opportunities these female age groups pursue to earn a living. In this regard, the young as well as the old are very active in the in the labour market in the two Divisions.

The Age Range of Respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below 20 years	4	.8	.8	.8
	21 to 30 years	110	20.8	20.8	21.5
	31 to 40 years	159	30.0	30.0	51.5
	41 to 50 years	146	27.5	27.5	79.1
	above 50 years	111	20.9	20.9	100.0
Total		530	100.0	100.0	

Table 1: The Age Range of Respondents
Source: Field Survey by the Researcher, 2018

4.1.2. Marital Status of the Respondents

Marital status is one of the most important factors that help indicate the social status of the women respondents. Statistics from Figure 2 below has shown that the percentage of married women involved in activities of the 530 respondents is 51.3%, widows form 10.6%, the divorced constitute 1.9% and single women make up 35.8%. This entails that all these categories of women find it necessary to get involved in the job market as it is an indispensable economic activity and a means of survival for them and their families.

Marital Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	single	190	35.8	36.0	36.0
	married	272	51.3	51.5	87.5
	divorced	10	1.9	1.9	89.4
	widow	56	10.6	10.6	100.0
	Total	528	99.6	100.0	
Missing	System	2	.4		
Total		530	100.0		

Table 2: Marital Status of the Women Employees
Source: Field Survey by the Researcher (2018)

4.1.3. Level of Education

Highest Formal Education Obtained					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Did not complete secondary school	6	1.1	1.1	1.1
	Completed secondary school	15	2.8	2.8	4.0
	Did not complete high school	7	1.3	1.3	5.3
	Completed High school	38	7.2	7.2	12.5
	Professional School Graduate	215	40.6	40.6	53.1
	University graduates (those with degrees at different levels)	248	46.8	46.8	100.0
	Total	529	99.8	100.0	
Missing	System	1	.2		
Total		530	100.0		

Table 3: Educational Level Obtained
Source: Field Survey by the Researcher (2018)

With regards to the Educational Status, the responses gotten from most of the respondents indicate that the educational level of the majority of women respondents of the study area is commensurate to their nature of jobs as Teachers. Statistics from Table 3 above shows that: 1.1% of them did not complete secondary school, 2.8% completed secondary school, 1.3% did not complete high school, 7.2% completed high school, 40.6%, are professional school graduates, and 46.8% are university graduates. This is an indication that these women are qualified for their respective jobs and thus their output or productivity should be up to expectation. Those of them who did not complete secondary school are mostly auxiliary workers like cleaners and security guards employed security companies and sent to schools.

4.2. Evidence of Glass Ceiling In the Higher Educational Sector of Fako and Mezam Divisions of Study

The results of the study presented in the following tables, will help substantiate the existence of glass ceiling in the various organizations of the two regions in question. Statistics from the Table 4 below indicate very conspicuous existence of Glass ceiling in the Higher Institutions of the regions in question. The results show that out of a total of 299 Administrators in the Higher Institutions of Learning, 249 are men and only 50 are women, thus making a percentage score of 83.2% and 16.8% respectively. It is glaring that women form the minority in top ranking positions of the Universities.

Sn	NO. Of Administrators	Frequency	Percentage
1	Male	249	83.2%
2	Female	50	16.8 %
TOTAL		299	100%

Table 4: Number of Administrators in the Higher Institutions of Learning (Universities) of the Two Regions under study
Source: (Researcher's Field Survey, 2018)

Table 5 below, shows the glass ceiling syndrome in the Secondary Schools of the Mezam and Fako Divisions of Cameroon. All these schools have a total of 1,148 Administrators (Deans and Principals). Men make of 799 of the Administrative population and women constitute only 349 top positions of the above-mentioned Institutions. This gives a percentage total of 69.6% and 30.4% respectively. Women are thus a minority in positions of Leadership in these Institutions

Sn	NO. Of Administrators	Frequency	Percentage
1	Male	799	69.6%
2	Female	349	30.4%
TOTAL		1,148	100%

Table 5: Number of Administrators in the Secondary Schools of the Two Regions under Study
Source: (Researcher's Field Survey, 2018)

4.3. Empirical Results

4.3.1. Summary of the Finding with Respect to the Various Research Objectives

- Research Objective 1: The Determinants of glass ceiling for women employees' in the Education and Banking sectors of the Mezam and Fako Divisions of Cameroon?

In order to provide an answer to this research question, formative measurement model of the bootstrapping test was computed. The result of the test is presented in Table 6 below.

Hypothetical Link	Coefficient	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics (O/STERR)	Decision
ACCB -> GLSC	0.410308	0.145169	0.145169	2.826418	Sign
COMB -> GLSC	0.266313	0.157671	0.157671	1.689041	Sign
HAOB -> GLSC	0.166222	0.151715	0.151715	1.095623	Not Sign
PERB -> GLSC	0.524146	0.192964	0.192964	2.716281	Sign
SIGP -> GLSC	0.167252	0.125272	0.125272	1.335115	Not Sign
STRB -> GLSC	0.236316	0.141417	0.141417	1.671058	Sign

Table 6: Bootstrapping Result of the Formative measurement of GLCS
Source: Computed by the Researcher using SmartPLS, 2018

The result in Table 6 above shows that accessibility barriers (ACCB), structural barriers (STRB), complacency barriers (COMB) and personal barriers (PERB) have positive significant effects on glass ceiling syndrome among women employees in Fako and Mezam Division. Stereotype and inter group polarization (SIGP) exclusion and harassment and others barriers (HAOB) also contribute though insignificantly to glass ceiling syndrome among women employees.

Technically, a one-unit increase in accessibility barriers for instance, would result to 41% increases in the glass ceiling effect. Complacency barriers contribute 26%, structural barriers 23%, stereotype and inter group polarization

(SIGP) would have contributed up to 16% if it was significant. The significant of these factors permit us to reject the null hypothesis one in this study which state that accessibility barriers (ACCB), stereotype and personal barriers (PERB), structural barriers (STRB), complacency barriers (COMB) have an insignificant positive effect on glass ceiling syndrome, of course with the exclusion of inter group polarization (SIGP) exclusion, harassment and others barriers (HAOB). We therefore conclude that the determinants of glass ceiling effect are all the above-mentioned barriers.

4.3.2. Glass Ceiling Barriers Affecting the Women's Career Advancement in the Two Divisions under Study (From Table 3 Above)

4.3.2.1. Personal Barriers (PERB)

Personal factors encompass personality characteristics, background influences, and socialization patterns that typify many women and that serve to block their career advancement. These personal barriers indicate that Women lack sufficient self-confidence in their ability to work. All these personal barrier factors stimulate glass ceiling challenges by 0.524146 or 52% and thus a block in female career Development as seen in Table 6 above.

4.3.2.2. Structural Barriers (STRB)

Institutional barriers are constituted in many aspects of organization functioning, including: recruitment systems; selection systems; placement systems; evaluation systems; reward system, communication systems; power and authority systems; and other norms and expectations. Most of these organizational factors like promotion systems do not favour women. From Table 6 above, results reveal that an increase these barriers facilitate the existence of glass ceiling by 0.236316 or 23% and thus female career advancement.

4.3.2.3. Accessibility Barriers (ACCB)

These barriers take in to consideration the challenges created by women in their negligence of their teaching jobs and banking activities in preference for their family responsibilities. For example, the results reveal that most of these women take excessive amounts of sick leave, follow their husbands around, thus putting their families before their carriers. In addition, men do not want women as supervisors and some women hate working for other women. The results in Table 6 above indicate that a rise in accessibility barriers will lead to a rise in Glass ceiling by 0.410308 or 41 %. This has a significant negative impact on female career advancement.

4.3.2.4. Complacency Barriers (COMB)

Complacency Glass ceiling barriers elaborate the fact that women are not respected equally in the Education and banking sectors of the Divisions under study. That is, Sufficient opportunities do not exist these organizations for women to advance in to senior management positions. Women form a greater number in these Institutions but number of women penetrating the hierarchy and achieving senior positions is steadily insignificant. From the results obtained in Table 6 above, a rise in complacency barriers will create high avenues for glass ceiling by 0.266313 or 27%. This in turn will have a negative effect on the careers of women working in these organizations.

4.3.2.5. Stereotype and Inter Group Polarization (SIGP)

Institutional mindsets include various types of gender bias and stereotyping. There is a common belief that gender differences make women and men effective in different roles. Thus, women are less effective to the extent that the leader role is masculinized, and men are less effective when the role is feminized. For example, a woman can be a very effective leader, but her platoon may not support her, because she's in a role considered to be incongruent with femininity. Two major types of interpersonal barriers can be specified. These are: sex-role stereotyping; and inter-group polarization (Shawn, 2018). Table 6 above substantiate the fact that a rise in Stereotype and Inter Group Polarization, will cause an insignificant rise in glass ceiling practices in these Institutions under study by 0.167252 or 16%. Any prevalence of glass ceiling is a sure blockage to female career development in the education and banking sectors of these regions under study.

4.3.2.6. Sexual Harassment and Others Barriers (HAOB)

Table 6 above reveal that the existence of sexual harassment in these Institutions under study causes a rise in glass ceiling prevalence by 0.166222 or 16%. This in effect hinder female career progression. Some women are sexually harassed by their bosses before they gain promotion within the school setting as Principals, Deans of study, Deans of Discipline, Staff Representative, Vice Chancellor, Head of Department, Deans of Faculty, Registrar of the University and many other positions of Authority within the Educational setting. This becomes so traumatizing for women who desire to grow in their career options within the teaching profession. That is why the majority of these women remain stock at low levels of management in their working environment.

- Research Objective 2 continued: The Direct Effect of Glass Ceiling syndrome on women career advancement in Mezam and Fako Division of Cameroon

We present the result of the path regression analysis that shows the relationship between glass ceiling syndrome and women career advancement.

Hypothesis	Hypothetical Link	Coefficient	Standard Error (SE)	T Statistics	Decision
H04	GLSC -> CAREEA	-0.612642	0.150731	4.064474	

Table 7: Path Regression Analysis

Source: Computed by the Researcher using SmartPLS, 2018

The findings in Table 7 above show that glass ceiling has a negative significant direct effect on women career advancement in Mezam and Fako Division of Cameroon. An increase in glass ceiling will lead to a fall in career advancement by 0.612642 or 61%.

- Research Objective 3: To what extent does motivational contribute to women career advancement in Mezam and Fako Division of Cameroon?

We present the result of the path regression analysis that shows a positive relationship between motivation and women career advancement.

Hypothesis	Hypothetical Link	Coefficient	Standard Error (SE)	T Statistics	Decision
H03	MOTF -> CAREEA	0.525064	0.093813	3.099858	Sign

Table 8: Path Regression Analysis

Source: Computed by the Researcher using SmartPLS, 2018

The result in Table 8 above shows that motivational factors contribute positively to women career advancement in Fako and Mezam Division. Technically, a unit increase in the level of motivational factors among women employees will lead to 52 % improvement in the level of career advancement.

4.4. Career Advancement Indicators or Motivational Factors

4.4.1. Career Advancement Indicators Results

From the results gathered in the field and the Principal Component analysis, the women of the educational sector under study agreed that their career advancement in the teaching field is made manifest by the following indicators:

4.4.1.1. Human Capital Development (HCD) Indicator

Most of the women agreed that the human capital development component is an indicator of their career advancement. Some of them who have advanced in education, those who believe in the capacities for consciousness raising and those having career planning for future prospects have the satisfaction of attaining career growth. Results from Table 9 below, indicate that 345 of the 530 women all acknowledged that when women advance in education, they become more qualified and can easily gain promotion to higher posts of responsibility like Principal in case of secondary schools and Deans of Faculty in case of the universities. Promotion is a form of career advancement.

		Frequency	Percent
Valid	Not at all helpful	21	4.0
	slightly helpful	23	4.3
	Fairly helpful	28	5.3
	Quite helpful	113	21.3
	Greatly helpful	345	65.1
	Total	530	100.0

Table 9: Advanced Education for Women

Source: Results from Researcher's Field Work (2018)

4.4.1.2. Development of Professional Competence (DPC)

The majority of the women respondents indicated that when they as teachers advance in professional competence through training in avenues like seminars, conferences, etc., promotion to posts of leadership in the educational sector where they work can be guaranteed. Following the results from Table 10 below, 310 of the 530 women accepted the fact that specialized training augments their qualification and thus the probability for them being appointed to posts of leadership becomes higher.

		Frequency	Percent
Valid	Not at all helpful	9	1.7
	slightly helpful	14	2.6
	Fairly helpful	48	9.1
	Quite helpful	149	28.1
	Greatly helpful	310	58.5
	Total	530	100.0

Table 10: Specialized Training

Source: Results from Researcher's Field Work (2018)

4.4.1.3. High Sense of Interest in Challenging Assignments (HSI) and Positive Attitude (PAL)

This component consists of women being able to express interest in high stake, challenging and visible assignments and secondly, being entrepreneurial in taking initiatives. The women who have taken interest in this domain testified to have attained a career advancement through the appointments they received. For example, in Table 11 below, 58.5% of the women respondents confirmed the importance of having a specialized training in the career advancement process. Training guarantees promotion to high posts of responsibility.

		Frequency	Percent
Valid	Not at all helpful	12	2.3
	slightly helpful	34	6.4
	Fairly helpful	51	9.6
	Quite helpful	176	33.2
	Greatly helpful	257	48.5
	Total	530	100.0

Table 11: Women, Believing in Their Capacities and Abilities (Consciousness Rising)

Source: Results from Researcher's Field Work (2018)

4.4.1.4. Entrepreneurial Clustering (ENCL)

Most of the women respondents accepted the fact that there is need for entrepreneurial clusters among the women in order to guaranteed the sharing of useful information for their career advancement in the educational field. From Table 12 below, it is noticed that 291 of the 530 women acknowledged that clustering among them for information sharing is greatly useful for their career advancement.

		Frequency	Percent
Valid	Not at all helpful	11	2.1
	slightly helpful	26	4.9
	Fairly helpful	33	6.2
	Quite helpful	169	31.9
	Greatly helpful	291	54.9
	Total	530	100.0

Table 12: Being Entrepreneurial and Taking Initiatives

Source: Results from Researcher's Field Work (2018)

4.4.1.5. Domestic/ Work Management Tactics (DCMT)

These tactics comprise of Women's balancing their capacity of work and family responsibilities, no career interruptions for child bearing, child raising and similar family responsibilities, learning how to deal with routine family responsibilities (e.g. visiting kids, schools, caring for kids), having a supportive spouse, and changing the perceptions that women may eventually leave the workplace to raise a family. From Table 13 below, 54% of the women respondents indicated that balancing work and family responsibility was greatly helpful in career advancement procedures. This is evident in the fact that in secondary schools, most women appointed as principals are practically free from child bearing and thus less house responsibilities.

		Frequency	Percent
Valid	Not at all helpful	16	3.0
	slightly helpful	33	6.2
	Fairly helpful	54	10.2
	Quite helpful	141	26.6
	Greatly helpful	286	54.0
	Total	530	100.0

Table 13: Balancing Work and Family Responsibilities

Source: Results from Researcher's Field Work (2018)

4.5. Measurability of the Concept Motivational Factors

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.728
Bartlett's Test of Sphericity	Approx. Chi-Square	4107,356
	df	561
	Sig.	0.000

Table 14: KMO and Bartlett's Test

Source: Computed by Author Using SPSS Version 21

The result in Table 14 above shows moderate evidence of factorability of the items using principal component analysis. Both Bartlett's test for sphericity and the Kaiser-Meyer-Olkin (KMO) is 0.728 and is significant. The significant of these tests permit the researcher to identify the few significant underlying items that cluster into a homogenous set. We proceed to present the result of the total variance extracted.

4.6. Motivational Factors Results

From the results gathered in the field and the Principal Component analysis, the women of the educational sector under study agreed that their career advancement is enhanced by the following motivational factors:

4.6.1. Push Factors (PUSHF)

The motivational pull factors to career advancement are the desire by the women of the educational sector under study, to acquire financial help from the government and to attain a job and career satisfaction through their teaching profession. From table 15 below, 94.3% of the women acknowledged that their desire for financial independent motivates their teaching career and its advancement through promotions to higher posts of duty.

		Frequency	Percent
Valid	yes	500	94.3
	no	30	5.7
	Total	530	100.0

*Table 15: To Gain Financial Independence
Source: Computed by the Researcher (2017/2018)*

4.6.2. Pull Factors (PULLF)

The push factors here comprise of women who desire to challenge the stereotyped ideas about female workers incapability to assume posts of authority in the teaching milieu. Results from Table 16 below, indicated that 401 of the 530 women agreed that they teach effectively to improve on their output and thus guarantee promotion in order to challenge the stereotyped ideas about female workers. This motivates them to attain career advancement through promotions at their job sites.

		Frequency	Percent
Valid	yes	401	75.7
	no	129	24.3
	Total	530	100.0

*Table 16: To Challenge the Stereotyped Ideas about Female Workers
Source: Computed By the Researcher (2017/2018)*

4.6.3. Entrepreneurial Orientation (ENOR)

The entrepreneurial oriented women of the area of study are motivated to be role models, create employment opportunities for others like creating evening schools to employ jobless teachers and do things in an innovative manner. This is a sure pointer to career growth. From Table 17 below, we notice that 94% of the women agreed that having an entrepreneurial orientation, shifts toward career advancement and a destruction of glass ceiling through female appointments to posts of leadership

		Frequency	Percent
Valid	yes	498	94.0
	no	32	6.0
	Total	530	100.0

*Table 17: To Innovative, Be Self-Employed and Job Creator for Others
Source: Computed by the Researcher (2017/2018)*

4.6.4. Extrinsic Motivation (EXTM)

Extrinsic motivational indicators to career advancement include the women desiring to work to attain job satisfaction, desire to for a high self-esteem, high income to acquire skills and knowledge. From Table 18 below, 91.7% of the women agreed that all these mentioned factors are geared towards career advancement and job satisfaction. When this is achieved, glass ceiling is crushed and there is career growth.

		Frequency	Percent
Valid	yes	486	91.7
	no	44	8.3
	Total	530	100.0

*Table 18: For Job and Career Satisfaction
Source: Computed by the Researcher (2017/2018)*

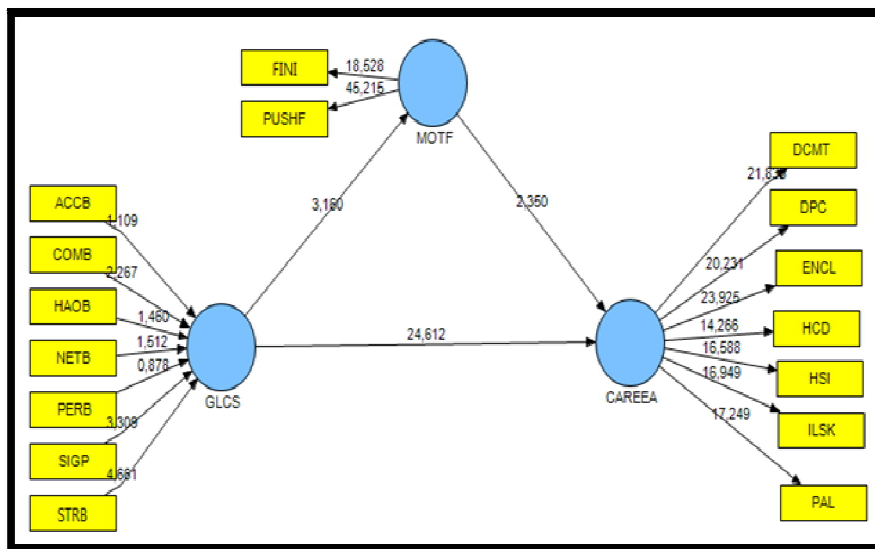


Figure 3: Structural Model of Glass Ceiling Syndrome
Source: Computed by the Researcher Using Smartpls, 2018

The result in figure 4.2 above, shows that the relationships between the constructs of the inner model were all significant. The relationship between the indicators and the constructs were all significant except for some few indicators of the construct glass ceiling syndrome (PERB, NETB, HAOB, and ACCB). An increase in ACCB, COMB, HAOB, NETB, PERB, SIGB and STRB, will lead to a rise in glass ceiling by 1.109, 2.267, 1.460, 1.512, 0.878, 3.309 and 4.661 respectively. The glass ceiling rise will have a negative impact on female career advancement by 24.612. Motivational factors will impact positively on female career progression by 2.360.

- Objective 3 Continued: The Extent To Which Glass Ceiling Influence Women Career Advancement Through Motivational Factors In The Educational Sector Of The Mezam And Fako Divisions Of Cameroon.

The integration between glass ceiling on female career progression through the motivational factors will be clearly explained through Fig 4 below. The results from the SmartPLS statistical software helps to bring out the structural relationship between the three constructs of glass ceiling, women career progression and motivational factors. This means that the variables are interacted to assess the effect of glass ceiling indirectly.

4.7. Correlation Structure between the Constructs

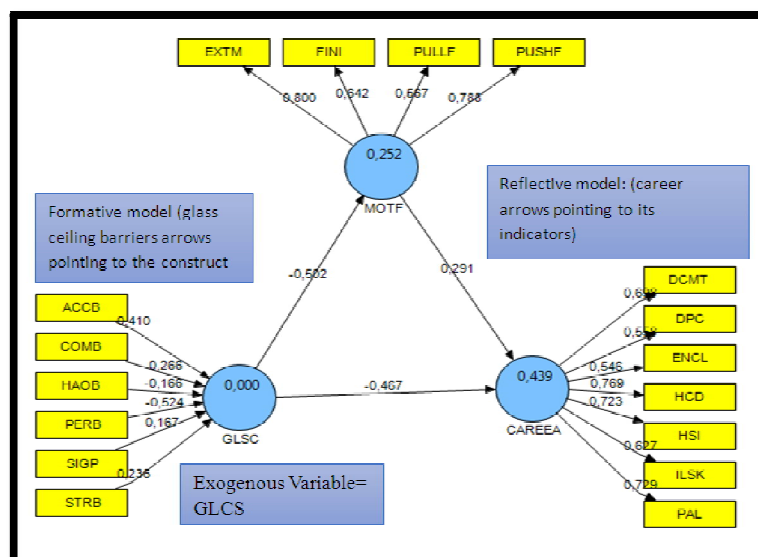


Figure 4: Augmented Structural Model of GLCS with Interactive term
Source: Computed by the Researcher using Smart PLS, 2018

Glass ceiling syndrome and motivational factor explain 43.9% (R²) of the variation in career women advancement. It is observed that glass ceiling syndrome have a negative effect on motivation and women career advancement. That is, an increase in glass ceiling will lead to a fall in female career advancement by 0.467 or 46% and on motivational factors by 0.502 or 52%. In this study, Glass ceiling is an Exogenous Variable because, it has a negative impact on the motivational factors and on female career advancement. The two variables may shrink Glass ceiling. That is, an increase in motivational

and career options variables will shatter glass ceiling effect on the women of the Educational sector of the two Divisions under study.

5. Recommendations

The following points are strategies and recommendations for the Institutions under study to break glass ceiling:

5.1. Organizational Strategies to Break Glass Ceiling

- Organizations could combat sex harassment faced by women before they gain promotion to higher echelons of management. Measures could be taken by each Institution to this effect.
- These institutions under study could focus on special company recruiting practices to seek out qualified women for high-level positions.
- These organizations could develop fast track managerial programs that identify and develop high potential women
- The organizations could implement the creation of career development support groups and networks for women
- The institutions could offer programs that help women balance their work and family obligations, offer parental leave programs to women employees, offering flexi-time (flexible hours) work schedule and Offering flexible workweek (flexible days) schedules.
- In addition, they could embark on encouraging women and increasing opportunities for them to serve on high visibility assignments/projects. Also, they could establish managerial accountability for development and advancement of women

5.2. Personal, Inter-Personal, Work-Family Life Balance and Entrepreneurial Strategies to Break Glass Ceiling

- Firstly, the women in these organizations should make an effort to challenge the stereotyped ideas about female workers and leaders by taking up challenging assignments when the opportunities present themselves.
- There's great need for these women of the respective organizations under study to advance in their educational career, have some specialized training, and be willing to take risks in their career endeavours
- As a consciousness raising, women need to believe in their capacities and ability. To this effect, women should pick a sponsor or a mentor who shows them the ropes, who advocates their cause when necessary, and who through "apprenticeship" and other means, grooms and prepares the them for career advancement

6. Conclusion

Glass ceiling is a human resource management challenge faced by most women in organizations universally. This is substantiated from the works are reviewed in this study. By carrying out this research on this domain, we do not intend to advocate that unqualified women should be given jobs that they are unqualified for or could be promoted when they don't merit top management positions in their organizations.

We believe that most women are as qualified as men but they need just a boost to be raised to the same platform if some important strategies are taken. The aim of this study is to help women, and organisations, continue to break down the glass ceiling barriers that prevent women moving through equally and on merit to the upper echelons. Glass Ceiling information serves as a news source, a central resource for curated content on matters such as gender diversity, gender discrimination, women sex harassment, sex stereotyping for women and the glass ceiling itself.

This study therefore, is a comprehensive overview of the glass ceiling syndrome and its blockage of female career advancement educational sector of in the Fako and Mezam Divisions. At the same time, it might not have exhausted all the glass ceiling barriers and the entire determinants of female career advancement. The results could be used to combat glass ceiling effect nationally and why not worldwide.

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