Literature Reflections on Career Women Development

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Abstract
United Nations Sustainable Development Goals foster the need for gender equality which opened up the windows for enhancing women career development. Women’s career development is more complicated than men. The various internal and external barriers, such as family and related responsibilities, role in life, employment, the surrounding environment, traditions, and stereotypes, which facilitate and limit women’s career choice and growth. The purpose of this research was to analyze the obstacles that women face in advancing their careers to senior management levels. Additionally, to gain an insight into the reasons why there are fewer women in management/leadership positions as well as finding out the factors that affect women’s ability to advance to higher levels. Extensive analysis of extant literature was conducted whereby conclusions were drawn from the previous studies’ findings.

Introduction
Organizations are functioning under constant change, whether it is political, economic, social, or technological development, which has resulted in the emergence of the globalization phenomenon, resulting in trade openness and market competitiveness that operational organizations encounter in various marketplaces (Goryakin et al., 2015). This has led a lot of strain on these organizations of various sizes, as well as the nature of their activities and ownership, because they must adjust to these elements in order to exist and continue. In light of this situation, all departments within an organization have rushed to develop and respond to all modern situations through continuous attempts to further modify and develop objectives, means and methods, and tangible and intangible elements in order to improve performance, develop working methods, and increase production efficiency through continuous attempts to further modify and develop objectives, means and methods, and tangible and intangible elements in order to improve performance, develop working methods, and increase production efficiency (Bombuwela and Alwis, 2013).

According to Catalyst, women currently hold 5% of CEO positions, 21.2 percent of board seats, 26.5 percent of executive/senior-level officials, and 36.9% of first/middle-level officials and managers (2018). When compared to top-level management, this shows that women in lower-level management are still uncommon. Despite the fact that women's participation in the workforce and representation in middle and lower management roles is expanding globally, there is still a long way to go (Bazazo et al., 2017; Yasin et al., 2019). The concept of the glass ceiling has been linked to the underrepresentation of women in top management positions. (Costa et al., 2017)

Improving the role of women and enhancing their contribution to development from a firm belief that improving the status of Arab working women is a fundamental pillar of community development. Changes in foreign policy and globalization, global trade liberalization, structural reform initiatives, economic stability, and the creation of ICTs have created new challenges for Arab women, requiring a sharp increase in understanding of their problems and the importance of their role in promoting society. Women have an active role in society’s development (Vossenberg, 2013). This role depends on the extent to which women have a decent social status, job opportunities and the ability to express their opinions.
Furthermore, this allows them to shape their personality, increase their awareness of society's challenges, and improve their contribution to growth and change. The factors that qualify them for jobs, despite the radical changes related to women, include education, rehabilitation and legislation, the rise in the number of women employees, the positive change in society's attitudes towards their work and status, as well as the results of research and studies that show the value, usefulness and often superiority of women over men (Stotsky, 2016). The gap is still wide between women's capacity, their skill, and what they aspire to, on the one hand, and, on the other, what is institutionally and administratively reflected in practical reality.

Women's unequal representation in senior management positions remains dominant, whether in public or private institutions and business organizations. (Oláh et al., 2014).

The discrimination based on gender tends to hinder the formal involvement of women in decision-making. So far, women have not enjoyed equality with men in political status or in the power of political control in any country worldwide. Without the involvement of half of the population, that is, women, most of the decisions that impact the fate of our world continue to be made. Improving the role of women and their contribution to growth must therefore be based on a strong belief that improving the status of working women is a crucial pillar of societal development, requiring the urgent need to raise awareness of women's issues and the importance of their role in society's progress (Cook and Glass, 2014).

Women are more affected by these challenges than men, and they also have the ideas and leadership abilities to address them. Gender inequality continues to hold back too many women, and it is also holding back our globe. The 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs), which were endorsed by world leaders in 2015, represent a blueprint for sustainable progress that leaves no one behind.

Gender equality and women's empowerment are required for each of the 17 goals. We will only achieve justice and inclusion, inclusive economies, and long-term environmental sustainability for present and future generations if we defend the rights of women and girls across all goals.

**Conceptualization of Women Career Development**

Career advancement is defined as the upward movement of the level, position and title of the job in Organizational hierarchy and earnings or income growth (Thurasamy et al., 2011). Women appear to have hit a point where they seemed unable to progress further even where there is a clear path of promotion. There were just 25% of senior management positions held by women in 2017, based on research reported by Grant Thornton. (Grant Thornton, 2017).

While women's participation in the employment sector is improving, the proportion of women in managerial positions is still poor. Gender stereotyping does affect women's career advancement as women have to work harder than men and they have to constantly compete against men to prove their abilities in the same job position level (Thurasamy et al., 2011). In contrast to male colleagues, women are given insignificant tasks because women are perceived as physically, mentally and emotionally dependent, feminine and less competent in the workplace (Afza and from Newaz, 2008).

Based on the findings of previous research, most women argued that male perceptions and orientation in organizational culture, organizational practices, family constraints and social networking that led to the unequal career development were triggered by male perceptions and orientation contributes to the inequalities between the two genders (Afza and Newaz, 2008).

Women are thought to have the same prospects as men to rise up the corporate ladder, according to research in the field of career development, especially if they pursue the same occupations and have similar goals and talents as men. Women are expected to follow the male model and share child and household responsibilities with their partners in order to have successful careers (Burke, 2007).

Davidson and Burke, (2011, p. 11) suggest that “women still face discrimination and gender, ethnic, cultural and religious stereotyping; there is continuing male domination at senior management and corporate board levels”. Ahmad (2001) and Oke (2003) suggest that the social environment, legal and institutional frameworks hinder women's career advancement, unequal job prospects, work-life balance, and insufficient access to economic resources-related opportunities for professional growth.

According to Huang (2006), women career advancement has been always limited by the barriers that usually involving the gender. Mavin (2000) argues that these challenges originated from the way of
thinking and the generalization of women's nature by others. Female employees have commonly reported that it is difficult for them to climb the career ladder. It is important to cater to this situation or it will definitely make the job talent wasteful. These challenges would raise problems for organizations through the use of the job skills and abilities of women workers to contribute back to the organizations. Therefore, back (2007) states that it is important to assess these obstacles and examine their effect on women's career advancement.

Women's career advancement has been hampered by a number of factors. One of the invisible impediments that women confront in their professional advancement is the "glass ceiling," which is commonly mentioned (Kuruppuarachchi and Surangi, 2020; Islam and Jantan, 2017). The 'glass ceiling,' as defined by Wirth (2004), is an unseen barrier to women's career advancement that is shaped by individual attitudes and biases. Lack of self-confidence is one of the individual obstacles preventing women from progressing in their careers (Worrall et al., 2010). Risk aversion and insecurity are common among women, which may be related to their preferred career routes (Kuruppuarachchi and Surangi, 2020).

Another hindrance to women's career advancement is organizational practices, such as organizational culture and structure (Tlais and Kauser, 2010). According to Ismail and Ibrahim (2008), organizations are largely male-dominated, with little attention paid to women's needs. In addition to, Ismail and Ibrahim (2008) and Kuruppuarachchi and Surangi (2020), women place greater responsibility on their families. Work-life balance and the conflict between family responsibilities and employment roles are linked to the focus on family. Work-life conflict is one of the most significant obstacles women encounter in balancing their professional obligations and family commitments (Guendouzi, 2006; Shelton, 2006). Women's decisions between work and home duties can be explained using the Preference theory (Hakim, 2000).

Women who are classed as 'adaptive,' according to the theory, are quite diversified and manage their career and family commitments. This group of women wants to work, but they aren't really devoted to their jobs.

The researcher defines women career development as the process women may undergo to evolve their occupational status. It is the process of making decisions for long term learning, to align personal needs of physical or psychological fulfillment with career advancement opportunities.

2. Women’s Career Development and the Glass Ceiling

In organizations, the 'glass ceiling' notion has been described as an unseen barrier or higher limit (Kuruppuarachchi and Surangi, 2020). The Federal Glass Ceiling Commission (1995) defined glass ceiling as an illusory barrier that prevents women from progressing in their careers. The glass ceiling occurs as an unseen limit in businesses, and it is difficult for women to rise past this limit to higher leadership positions (Kuruppuarachchi and Surangi, 2020). Because it is not a visible barrier and represents job inequity or discrimination, it has been termed the "glass ceiling" (Cotter et al., 2001).

According to the Federal Glass Ceiling Commission (1995), women face three types of obstacles: sociocultural, internal structural, and government barriers. The second group is more relevant to women's professional advancement in business organizations. Corporate climates and the lack of outreach initiatives on behalf of women striving to senior management positions are examples of such hurdles. As a result, the term "glass ceiling" is used to describe inequities and prejudice. According to Wright et al., (1995), higher-level positions have better discrimination than lower-level positions. In other words, males hold higher leadership roles because the 'invisible' glass prevents women from achieving top leadership positions (Bruckmüller et al., 2014). The glass-ceiling phenomenon, on the other hand, is a contentious topic. The glass ceiling, according to Powell and Butterfield (1994), can exist at any level of the organization. Other than the "glass ceiling" effect, according to Bruckmüller et al. (2014), there are other barriers that women face in advancing to top leadership roles. According to Bruckmüller et al. (2014), women have a lesser chance of obtaining leadership roles, and those that they do obtain are more insecure, dangerous, and associated with high stress levels.

Career development becomes more complex when considering gender, due to other factors outside work. O’Neil and Bilimoria (2005) stated that women's career development is different due to the context of their lives in terms of family responsibilities that have consequences for women's career patterns, sustainability, and development.
In developing their career, women experience potential barriers. When women face invisible and hard-to-penetrate barriers because of their status instead of their skill, education, or experience. Besides, these barriers mean that women find it difficult to develop their careers to the higher organizational level, such barriers are known as the glass ceiling (Bell et al., 2002; Goodman et. al., 2003). Another perspective is, when women are placed as leaders in high-risk positions that can make them fail, such a condition is known as the glass cliff (Ellemers et. al, 2012; Sabharwal, 2013).

Cross and Linehan (2006) identified organizational barriers in the form of organizational policies and attitude bias, work environments that do not support and hinder women managers' ability to work effectively, as well as promotional barriers. Cross and Linehan (2006) also found another barrier that originates from oneself, referred to as the self-imposed glass ceiling, which is a women's belief that their careers are considered successful when they also acknowledge another life outside their jobs, namely their personal life.

The self-imposed glass ceiling is the obstacle that emerges from the inside of women (self-driven) that prevents them from improving (Boonet et. al, 2013). In addition, Boone et al. (2013) demonstrate that two key aspects originate from self-imposed barriers in women. First between family and personal life, there is the problem of 'push and pull'. They attempt to manage their job improvement with their family life when women obtain an opportunity for advancement. Second, there are problems with personal barriers to career advancement that work against them.

**Women’s Career Development Theories**

The history of career theories has originated from the uninterrupted career growth of a person, which occurs in a permanent job within one or two businesses. Changes in organizational structure and global competitiveness have generated new demands for the research and advancement of career theories. Humans should note significant items when discussing a career. It depends on the field in which we analyze the concept. The fields of leadership can be psychological, sociological, anthropological, economic or different. The second observation involves improvements in organizations, in culture, and in people. The third starting point, which also covers the area, is at what stage we observe the profession of the individual. It may be the point of view of a person or an organizational point of view, or maybe both.

There are 5 ways to define concept of career: (Young and Collin, 2004)

1. Career as an advancement
2. Career as a profession
3. Career as a lifelong series of duties
4. Career as a lifelong series of role experiences
5. Career as a constructional concept

**Career as an advancement**

In this traditional concept, people are linked to vertical career development that means moving up in your career on hierarchical ladders. It also implies that all promotions for a successful career are also marked as unbreakable and heading to the top. (Ekonen, 2009).

**Career as a profession**

The less well-known view of this concept is that only some occupations have growth of careers. If a career is characterized as vertical growth, other occupations, such as teachers or cleaners, do not have a profession. (Ekonen, 2009).

**Career as a lifelong series of duties**

In this definition, career implies the earlier work experience of the individual, series of tasks in their entire life. This description means that anyone who has been working and is still working has a job. Career is not measured by vertical growth, rather career is more objective. This means unique activities that people do and get interested in such as accepting those tasks or denying certain tasks. Wage and place are also remarkable variables here. (Ekonen, 2009).
Career as a lifelong series of role experiences

This definition includes individual’s experiences from series of duties and actions which his/her career includes. This is a subjective side of this definition, which means that career is more individual’s personal development and it compose their values, beliefs, motivation and changes when aging. In this case success or non-success in their career is only decided by a proper not outsider. (Ekonen, 2009).

Career as a constructional concept

Career, as a definition of a constructional term means that your career can be reviewed critically and with your personal career ideas as well. (Ekonen, 2009).

As shown in figure (1) illustrate the different ways to define a career

Factors of career enhancement or career hinder

Women’s factors for career enhancement or hinder has been a conversation piece for long time. Many researchers have been identified as career hinders, but few have been identified as career enhancement. There have been two opposing viewpoints.

One conversation indicates women to be victims in organizational structure and society mechanism. Another says that if women are really concentrated on their career, they would reach those top positions in organization and therefore none succeeding is women’s own fault.

Steps for developing women and women leaders’ career can be judged as discrimination. Justification for professional advancement is one of the qualities that a firm seeks in a leader. Is the organization exaggerating the similarities or differences between women and men leaders, i.e., androgynous leadership? (Vanhala 2009.)

There are three different categories for career enhancement or hinder. (Vanhala 2009)
1. Gender-centered perspective
2. Organizational practice
3. Cultural differences

Gender-centered perspective

This perspective promotes reasoning that there are inside differences between women and men, which effect women as leaders in the top.

It includes factors such as attitudes, characteristics, behavior and socializing. Women are categorized as inappropriate for top-level management positions based on those considerations. This category also includes family and outward characteristics such as attractive looks. (Vanhala 2009)

Organizational practice

It has taken a long time to remodel the organizational practices. There are numerous procedures and structural aspects in organizations that are critical to women’s position and opportunities. (Vanhala 2009)
Cultural differences

According to this perspective, only a small percentage of women leaders are based on the beliefs, standards, and stereotypes that govern women's and men's behavior, and these variables are deeply embedded in society. Because of the equality board's law, public discussion, and the appearance of role models, there has been a minor shift. (Vanhala 2009.)

Career Development phases

O’Neil and Bilimoria (2005) investigate how women's careers evolve over time, focusing on the impact of career contexts (social, organizational, and relational) as well as evolving images of their careers and women's career success. The following is a three-phase, age-related model of women's career growth stages:

- The idealistic achievement phase (phase 1)
- The pragmatic endurance phase (phase 2)
- The re-inventive contribution phase (phase 3)

Those three career advancement phases are further explained as follows.

Career phase 1: idealistic achievement phase (early career)

Step 1: Early career success is driven by idealistic success (ages 24-35). In this process, women's employment choices would most likely be influenced by their expectations for career fulfilment, accomplishment, and success, as well as their desire to have a positive impact on others (O’Neil and Bilimoria, 2005). According to O’Neil and Bilimoria (2005), women at this time are most likely to be in charge of their futures and will be proactive in taking strategic initiatives to secure their job advancement (internal career locus). They are goal-oriented, driven to succeed, and goal-oriented. Consider their jobs as chances to make a difference and routes to personal pleasure and fulfilment.

Career phase 2: pragmatic endurance phase (mid-career)

As explained by O’Neil and Bilimoria, pragmatic endurance is the driving force of phase 2, mid-career (ages 36-45). (2005). In this phase, women are practical about their professions and work in a production mode, doing whatever it takes to get the task done. Their career trajectories, as highlighted by O’Neil and Bilimoria (2005), exhibit both ordered and developing tendencies. They have a strong interpersonal foundation and can handle a variety of roles both personally and professionally. They may have spent enough time in the workplace to recognise that, regardless of how internally motivated they were (during career phase 1), others now have a significant impact on their career development; professional others such as managers and peers, as well as personal others such as spouses, children, families, and friends.

Career phase 3: re-inventive contribution phase (advanced career)

Step 3, advanced career (ages 46-60) is driven by re-inventive contribution (O’Neil and Bilimoria, 2005). According to O’Neil and Bilimoria, the women in this process are focused on contributing to their organizations, families, and communities (2005). They are more prone to ascribe others' contributions to the direction of their careers (external career locus) both personally and professionally, and they are more likely to reflect a stable, planned career path (ordered career pattern). Women in the re-inventive contribution phase have had their personal lives subsumed by their work lives at some time during their careers. They have progressed further in their jobs; these women have re-conceptualized and recovered their careers as opportunities to participate in and support others without losing sight of themselves throughout their lives.

The barriers and facilitating factors affecting women’s career development

The reasons behind the women’s underrepresentation are complicated as at the same time women can have the opportunities to achieve higher positions but also there seems to be a variety of barriers slowing them down. The main barriers and facilitating factors affecting women’s career development have been illustrated in Figure 1. The factors that are overlapping are factors that have been identified to have both hindering and facilitating effect on women’s career advancement.
Perception and Stereotyping

Career is defined as: "the individually perceived sequence of attitudes and behaviors associated with work-related experiences and activities over the span of the person's life" (Hall, 2002, p. 7). It should be noted, however that the career of women differs from such traditional career development models, for example because of family responsibilities (O’Neil and Bilimoria, 2005), and there are many other facilitating factors and obstacles that distinguish women from male colleagues. One good example is that stereotypes and negative prejudice tend to prevail towards female leaders and hinder career growth. A common belief is that in leadership positions, men are more likely to be seen, while women are seen as supportive followers (Cooper Jackson, 2001; Eagly and Karau, 2002; Van Vianen and Fischer, 2002).

When people’s perceptions of men and women's attributes are studied more closely, the mismatch between seeing women as followers and men as leaders commonly emerges (Heilman, 2001). Gender roles are socially accepted views about male and female characteristics. Women are more strongly related with attributes like compassion, empathy, and gentleness (Schuh et al., 2014), as well as kindness, helpfulness, sympathy, and concern for children and family (Schuh et al., 2014). Men are more strongly connected with attributes such as assertive, competitive, controlling, and dominant (Schuh et al., 2014) or aggressive, powerful, independent, and decisive (Heilman, 2001). Despite the fact that women with characteristics associated with women have progressed to positions of leadership, people's expectations about successful leader behaviors are still strongly associated with attributes such as competitiveness, assertiveness, and decisiveness, which are all traditionally associated with men's characteristics (Schuh et al., 2014). Furthermore, according to the notion of social identity (Tajfel and Turner, 1986), people choose to join groups based on their social identities, therefore male-dominated leadership posts may be avoided.

Furthermore, women in leadership positions are more prone to role conflict than their male colleagues, according to (Eagly, et al., 1994). Heilman (2001) claims that female leaders are perceived as more hostile than their male counterparts, with traits such as deception, selfishness, and bitterness.

According to Eagly and Karau (2002), the role of female gender and the role of leadership are inconsistent, according to social role theory (in most contexts). When conforming to prescriptions for the role of female gender, women are not deemed "proper" leaders (Eagly and Karau, 2002) or appropriate for progression to top leadership positions (Sools et al., 2007). As a result, women have a harder time becoming leaders than men. This is due to the widespread belief that women are less capable of leading and the preference that women do not demonstrate this skill, preferring instead to participate in supportive conduct (Eagly and Karaua, 2002). Physical attractiveness, feminine apparel, and symbolic status are examples of job elements that may work against women (Eagly and Karau, 2002). Simultaneously, stereotypical attitudes about women's appearance appear to be impeding women's entry to senior management jobs (Kumra and Vinnicombe, 2008).
Personality and Self-Esteem

Women who have overcome perceptions and stereotypes According to O’Neil and Bлимория (2005), more likely to rise above the stereotypes considering themselves in charge of their career and are fearlessly taking steps to ensure their career development. Similar findings have been also reached by other authors (e.g., Glass and Cook 2015; Guillaume and Pochic, 2009). Furthermore, women who are achievement-oriented, motivated to progress, know what they want and are determined to succeed. In the literature, women who have achieved the high management position are the ones who are not afraid to take risks and have learned to express clearly what they want despite the opinions of others (Johns, 2013). Overall, women who have succeeded in their professions have been highly inspired to do so. Schuh et al (2014), on the other hand, examined the relationship between gender, desire for power and occupancy of leadership roles. This led to women continuing to have a lower desire for power and thus holding less positions of leadership. While this may be true, women who occupy the positions seem to be much more motivated than their male peers (Ragins, 1998).

In addition, good self-image and self-esteem are important for managerial positions to be achieved and talent to be established (Robinson, et al. 2009). Leadership positions are often held by people who are creative and talented, as described by Northouse (2015). Studies show that as women grow up, girls who are known to be talented, their self-esteem decreases in puberty, particularly during their youth. The main explanation for this is that the expectations surrounding how women should be, and act traditionally can conflict with how girls see themselves.

Modesty is another characteristic that has been identified as a barrier in women’s careers. There is very little literature on the subject and some of the findings have been taken on the basis of research in social psychology. Budworth and Mann (2010) were one of the first to examine the relationship between modesty and access to leadership and according to modesty and self-promotion the general message, based on the literature, was that habits that are successful in the workplace for men are not successful for women. Although men are constantly self-promoting their achievement, women are under-representing their achievement to others. For instance, (Budworth and Mann, 2010) claim that women have been socialized to assume that when they are viewed by others as non-competitive, they will experience more positive outcomes, and they downplay their successes in the presence of others to avoid being considered unfeminine. Budworth and Mann, (2010) argue that men self-promote their performance in order to provide others with a successful self-image.

In sum, how women perceive themselves plays a key role in their career development and can explain the relative absence of women in higher management positions. The identity of leadership begins with a good self-image and without it, the opportunities to grow through new tasks and real accomplishments withers away. In order one reaching the top, an aspiring leader acquires the courage to differentiate oneself from the others (Ibarra, et al., 2013).

Corporate Climate and Recruitment Practices

Organizations may have multiple variables that hinder the advancement of women’s careers. The masculine organizational management culture (Van Vianen and Fischer, 2002) is one of these factors. The main takeaway is that organizations are mostly supported by male rather than female values and beliefs that are adhered to. Oftentimes, organizations which are male dominated (e.g., Boone et al., 2013; Glass and Cook, 2015; Guillaume and Pochic, 2009), women are less prone to see themselves as leaders or seek leadership roles (Kulik, 2000). At the same time, the lack of strong female role models strengthens the perception of women as followers. According to literature, when the environment has only a few women in key executive roles, it is difficult to establish a mental model of women as leaders (Kulik, 2000).

More importantly, through their promotions and hiring methods, companies can often hinder women’s careers. Women are encouraged to work in departments where growth opportunities are restricted or where they do not translate into executive promotion (Schwanke, 2013). Similarly, Guillaume and Pochic (2009) say that relative to their male peers, females are more likely to consider horizontal mobility. Women need additional qualifications, such as rare experience, better education or mentoring from male senior managers, to get promoted (Guillaume and Pochic, 2009). In addition, Kumra and Vinnicombe (2008) explores the relation between women’s opportunities to top management and organizations’ male-dominated management. As a result, the people who are promoted to higher
positions are those who already resemble those in those positions, most of whom are men. In order to be a key barrier to achieving senior positions within the organization, women in the study experienced a lack of gender acceptance (Kumra and Vinnicombe, 2008).

In addition, it is suggested that recruiting firms are key actors in holding women out of top management positions (Fernandez-Mateo and Fernandez, 2016). Although this may be true, recruiting firms are facing a challenge at the same time. They are expected to give more female candidates, but stereotypes restrict the description of the client organizations’ desired individual. Businesses also look for a person who is reasonable, decisive and optimistic in the management role, characteristics of masculine leaders (Van Vianen and Fischer, 2002). Similarly, Johns (2013) argues that recruitment and outreach barriers are significant obstacles for women in reaching senior levels of management. As companies most often promote people to the management positions inside the company, organizations have limited options of people as they are not actively recruiting and adding more women into their ranks. Those women who do overcome the recruitment barrier, they are often obstructed by what the commission called corporate climate barriers, such as differing gender communication styles, behaviors, and ways of socializing (Johns, 2013). The conclusion is that as there is an ongoing double-bind situation affecting women’s advancement, women do not have equal opportunities as men. "Oakley (2000, p. 324) describes that "a double-bind is a behavioral norm that produces a situation where a person cannot win no matter what she does." Double-bind is especially problematic for women because of difficulties affecting the career of women in terms of women’s dress, actions and gender roles. In addition, an increasing number of women in leadership positions are more likely to have organizations that support the organizational culture of gender equality (Bajdo and Dickson, 2001; Knorr 2005).

**Mentoring, Career Support and Networks**

In order to overcome challenges in the workplace, various requirements are specified, including mentoring, career support and extended networks. Research shows, however that there are challenges related to these circumstances. In reality, a lack of mentoring is one of the most prominent female workplace obstacles (Boone et al., 2013; Chanland and Murphy, 2018; Furst and Reeves, 2008; Hoobler et al., 2009; Linehan and Walsh, 2001). Female leaders and other minorities have been studied to obtain less mentoring than their male peers (Linehan and Walsh, 2001; Mcdonald and Westphal, 2013). Anyway, it has been stated that the gender of the mentor does not affect the mentoring relationship's effectiveness (Linehan and Walsh, 2001). According to previous literature, when progressing in a profession, mentoring is seen as beneficial for women (Linehan and Walsh, 2001; Mcdonald and Westphal, 2013; O’Neil and Bilimoria, 2005; Tharenou, 2001). Women can benefit from strong and supportive relationships with mentoring and links with strong networks (Eagly, 2008; Linehan and Walsh, 2001). O’Neil and Bilimoria (2005) suggest that organizations should understand, recognize and support women’s career. They suggest that managers are the best supporters, as they can encourage women’s development through assuring that they have access to relevant opportunities.

In addition, limited access to networks is an existing problem in the development of women’s professions (Eagly, 2008; Kumra and Vinnicombe, 2008). In their research, Glass and Cook (2015) note that women leaders experience a lack of access to important social and professional networks, as well as a lack of appreciation of their position and obligations and explicit difficulties with their authority. Moreover, because of work-family balancing, women face challenges when socializing with colleagues and building professional networks. In fact, women have very little time for networking because of family responsibilities (Eagly, 2008). This can be seen as one of the glass ceiling variables, as networking plays a key role in the course of a career. Networking can be described as one of the ways in which insider knowledge and help for the workplace can be obtained and proactively improved in a career (Eagly, 2008; Glass and Cook, 2015; Kumra and Vinnicombe, 2008). While networking is recognized as a proactive career-enhancing technique, while developing, women may feel frustration as they tend to develop their professional networks (Kumra and Vinnicombe, 2008). Women are not inherently naturally programmed to take personal credits for their achievement or to compete intra-sexually for economic capital, according to (Kumra and Vinnicombe, 2008).

Besides, Metz (2003) suggests that none of the interpersonal factors are connected to women’s management development, such as mentor support, career promotion and internal networks. Mentoring,
career support and both formal and informal networks may be beneficial for women when progressing in a career, according to the literature discovered.

**Family and Spouse**

Social norms tend to delegate tasks to women in childcare and eldercare, and because of this, care commitments are likely to restrict the capacity of women to enter and remain in the paid workforce. These duties decrease their chances of promotion or opportunities to work at nights and on weekends (Coric, 2018). Also, the average age of women to start a family is 25 to 35, which is at the same time when an intense working involvement is required (Guillaume and Pochic, 2009).

Hoobler et al., (2009) describes these social norms by the theory of the social role that prescribes gender-typical roles assigned to men and women, influencing both perceptions of acceptable behavior and assumptions about their own talents and abilities among men and women. The theory of the social role indicates that women are not associated with the effectiveness of management, whereas social roles are associated with nurturing (Hoobler et al., 2009). Lewis (2010) argues that caregiving positions are seen in organizations with leadership roles that are discontinuous. Such caregiving assumptions attributed to women can contribute to women's career suffering (Hoobler et al., 2009). A married man with kids, for example, may signal stability, while a married woman with kids may signal divided loyalties and restricted resources.

In their research, Ruderman, et al. (2002) mention that women with children are constantly torn between managerial and personal positions, feeling guilty and stressed. The literature, however, indicates that stress is not necessarily due to too many demands, but rather to their perception of the effect on their position as mothers of external work (Välimäki et al., 2009). Hence, the position of the spouse is significant as it has been found that women who receive support from their husbands are less likely to feel that their role in the family is threatened by their profession (Välimäki et al. 2009). In fact, Välimäki, et al (2009) have found that the female manager's spouse has a big impact on a career. Thus, the role of the spouse in the career of the woman can be different, and the spouse can be determining, encouraging, flexible, instrumental or counterproductive, for example, a flexible husband with a broad-minded view of gender roles will, however, allow women to better manage their careers and effectively integrate their work and family lives (Välimäki et al., 2009). Finally, as O'Neil and Bilimoria (2005) may signal divided loyalties and restricted resources.

Barriers of Career Advancement among Women

There are two types of barriers in career advancement among women internal barriers, and external barriers. Internal barriers are the critical barriers which involve personality, psychology, experiences and the employees’ self-concept towards her capabilities and abilities in achieving success in the career life (Swanson, 1997). Other than that, external barriers are the barrier that should be taken seriously by women employees. It is because, according to Zhao (2008) these barriers are out of control of the employees themselves.

These barriers are depending on the organization’s awareness towards their employees benefits in their career advancement without differentiation of gender. Huang (2006), these external barriers are general, and it is typical in career advancement among women. It is because stereotyping is a very general barrier that occurs to every organization. This statement is supported by Back (2007) where the external barriers are including job promotions, motivation and reward system.

**Internal Barriers**

Internal barriers can be described as internal conflicts that impede the success of female employees in their career lives. Self-concept and even motivation may be part of internal conflicts (Swanson, 1997). In addition, internal barriers can also be described as the mental and emotional problems that prevent a person from doing a certain thing (Han, 2010).

In this research, internal barriers are defined as the internal conflicts that originate from the women employees themselves. The internal conflict includes perceptions regarding skills and abilities, perceptions regarding job and promotions, role conflict and aspirations support.
**Perceptions Regarding Skills and Abilities**

Women workers tend to view their own abilities and skills as insufficient, according to Al-Lamky (2007). This is because there is a lack of trust in female staff and insufficient training programs have been given. According to Jackson (2009), women workers lean towards inhibiting their own talents and abilities. Women employees’ perceptions towards their skills and abilities. It is stated that women have lack of self-reliance and that what makes the women employees perceive that they are lacking skills and abilities.

**Perceptions Regarding Job and Positions**

Women workers feel unable to tolerate job promotions because they view job promotion as an out-of-control process. This is because female employees claimed that they were too heavy for the new job (Ryan, 2007). According to Kalev (2006), women workers feel that higher positions are not acceptable for them because they believe that higher positions need greater dedication. Perceptions regarding job and positions are meant to say that women perceive their job as treating them unfairly.

**Role Conflict**

Hamidi (2013) notes that role conflict is a conflict between two or more status positions. This happens when people in the different social positions they hold are faced with incompatible role expectations. Role conflict is focusing on women that have dual career which, her career at the workplace and her career at home.

**Aspiration and Support**

Aspiration and support can be defined as the aspiration given in motivating peoples (Litzky, 2007). It is also possible to describe aspiring as pushing others to do a certain thing or matter (Sümer, 2006). Aspiration and support are referring to working women who desires support from her family members include, the parents and spouse.

**External Barriers**

External barriers can be described as the preventing conditions that hold up the career advancement of women employees. Gender inequality and prejudices can be used in the prevention of conditions (Swanson, 1997). External barriers are defined as the impeding conditions that block the career advancement of female employees. Besides, Discriminatory behavior and sex-role stereotypes, workplace inequality, social isolation and networking are external barriers.

**Discriminatory attitudes and sex-role stereotypes**

Stereotyping is an irrational assumption that all persons or objects with unique features are the same (Ginige, 2007). Generalization is also a part of stereotyping where it categorizing, labelling and judging others to what they believe, not the real situation (Smith, 2012). Stereotyping is a way of thinking that describes the same traits of individuals that have the same personality. In this research, stereotyping focuses on how women are viewed.

**Discrimination at the workplace**

Discrimination is the prejudicial treatment of a person in a certain group or category based on their real or perceived membership (Isabel Metz, 2001). It can also be defined as a treatment given to a certain group of individuals that is unfair. The most discriminated group is black individuals and women, according to Akpinar-Sposito (2012). Moreover, workplace discrimination can be described as unequal treatment received by female workers in the workplace, such as attention provided by male supervisors and policies of organizations.

**Social Isolation**

For members of a social species, social isolation refers to a complete or near complete loss of interaction with society (Batacharya, 2010). Furthermore, social isolation is where the individual avoids getting contacted (Back, 2007).
Networking

Networking refers to the professional relationship that is formed between individuals (Kang, 2005). Additionally, networking is about the shared advantages obtained by those participating in it. Networking means relationships that bound in the workplace. Networking is focusing on women’s networking with the male employees in the organization. (Kang, 2005)

Self-Esteem

According to Maslow (1970), self-esteem is an inner value that leads to self-appreciation that influence the behavior for self-protection. It is a person’s overall emotional evaluation of his or her own worth. Self-esteem can be defined as an appreciation and respect of oneself that drives people to construct expectations that are precise to an issue and parallel to what they want.

Table (1) illustrate the difference between the internal and external barriers

| No | Career Advancement Barriers | Internal Barriers | External Barriers |
|----|-----------------------------|-------------------|------------------|
| 1  | Perceptions Regarding Skills and Abilities | The perception that women workers lack the sufficient skills and abilities than men at work. | Discriminatory attitudes and sex-role stereotypes |
|    |                             |                   | Stereotypes a fixed idea that many people have about a thing or a group that may often be untrue or only partly true. stereotype |
| 2  | Perception Regarding Job and Positions | Perception that female employees are not responsible for new position | Discrimination at the workplace |
|    |                             |                   | Discrimination is an unfair treatment given to women workers |
| 3  | Role Conflict | Role conflict is the conflict between two or more positions | Social Isolation |
|    |                             |                   | Social isolation is where the individual avoids getting contacted with other people |
| 4  | Aspiration and Support | Aspiration and Support are support given to women from her family and spouse | Networking |
|    |                             |                   | Networking mean that females networking with males in work |
| 5  |                             |                   | Self-Esteem |
|    |                             |                   | How you feel about your abilities and limitations. When you have healthy self-esteem, you feel good about yourself and see yourself as deserving the respect of others. When you have low self-esteem, you put little value on your opinions and ideas. How women workers feel about their self |

Source: Done by the researcher

Impact of familial responsibilities on career advancement

Due to the fact that the current research specifically explores the career barriers experienced by women in management positions, it is of great importance to examine the concept of career advancement from the perspective of the Family Responsibility Model. Given the fluid and flexible nature of the concept of career advancement, this research uses a definition that is twofold, one that defines the markers of advancement and includes the concept of sustainability. Therefore, career advancement refers to improvements in job quality seen through “higher pay, more work hours, a promotion, increased stability, better pension and other fringe benefits” (Foster, 2011, p. 7). Moreover, it includes a person’s ability to maintain the aforementioned factors. Meaning that, career advancement is not a once-off occurrence, it is continuous throughout one’s career. Thus, in the current study, career advancement is viewed as the ability of women to advance beyond the current the managerial levels and to excel further.

Equally important is noting that central to career advancement, is having the right environment in which to grow and advance, for example, research by Croteau and Wolk (2010) found that organizations which have an advancement manager for top talent retainment tend to promote their top talent more than organizations that do not. Thus, indicating that career advancement is successful when there is organizational support as well as individual determination and intent.
The impact of Marriage on Career Advancement

Research shows that men who are married fare favorably in wage negotiations and promotion opportunities. This could be related to the perception of stability and responsibility that comes with the status and values attached to being married (Beauregard, 2007). In contrast, women who are married more often expected to take on fewer demanding jobs (Beauregard, 2007). The same research has suggested that single women are more likely to advance rapidly than their married counterparts; this is due to the belief that single women have less home responsibilities and are able to dedicate more time to work responsibilities.

The impact of Children on Career Advancement

Having children may reduce advancement opportunities for women for a number of reasons. Firstly, some women may choose to take less work responsibilities once they are mothers. Secondly, women continue to take on the bulk of household responsibilities and childcare, leaving limited time for career advancement opportunities. Lastly, organizations may mistakenly assume that women with children will have reduced commitment to the organization and less interest in career advancement opportunities. (Beauregard, 2007). Therefore, it is of great importance to examine the effect of family responsibilities when studying the career development of women.

How to overcome Female Career Obstacles

In order to be successful, it is argued that women need support from people in a strategic position. In addition, they need to be easy to get along with and they need to be able, to a greater extent than men, to adapt. According to a study by (Burke, 2007), in order for women to resolve obstacles of career advancement, these factors related to the development of good ties with men in a male dominated environment are of utmost importance. Women were also, more often than men, acquired to take career risks, be tough, have strong desires to succeed and have an impressive presence (Burke, 2007). Morrison (1992) developed a model for career advancement that has a few assumptions; it assumes that in order to sustain growth, all three elements are present in the same relative proportions over time (Burke, 2007). As below, the components are defined.

“The Challenge of new situations and difficult goals prompts managers to learn the lessons and skills that will help them perform well at higher levels. Recognition includes acknowledgement and rewards for achievement and the resources to continue achieving in the form of promotions, salary increases and awards. Support involves acceptance and understanding along with values that help managers incorporate their career into rich and rewarding lives” (Burke, 2007, p. 118).

A greater amount of research has focused in recent years on women's career development, and how women can break through the previously presented glass ceiling phenomenon. To break the glass ceiling, three kinds of knowledge are required, according to Burke (2007):

1. It is crucial to understand the obstacles women face in their career advancement.
2. It is further helpful to understand the career strategies that successful women use.
3. It is critical that CEOs have an accurate and complete understanding of all obstacles and experiences by their female employees (Burke, 2007).

The question involving “how” women break the glass ceiling was appointed by Ragins, Townsend and Mattis (1998); they found in their research four career strategies that were central for women’s career progress (cited in Burke, 2007). These were:

1. Consistently exceeding performance expectations.
2. Developing a style with which men are comfortable.
3. Seeking difficult or high visibility assignments.
4. Having an influential mentor.
Factors Motivating Women’s Education Advancement

There is a current development policy emphasizes on human resource development, in general, and women’s education, in particular because of the impact women’s education has on economic efficiency and social welfare. Shan (2015) stated that with the increase in women’s education, the economic efficiency and the social welfare increases. Mujahid-Mukhtar (2008) pointed out on a similar basis, that investment in education is a significant economic investment with long-term benefits. Thus, its effect on return rates and the efficient allocation of returns capabilities.

Quite a number of research indicate that growing women’s education raises women's incomes, which also results in a greater return on education for women than for men (Schultz, 2002). Empirical evidence also indicates that an increase in the education of women increases the effects of human growth, such as child survival, health and education (Morssion, and Sinha, 2007). Education is arguably the most critical tool for the production of human capital (Chaudhry, 2009).

Tools and Strategies for Educational Advancement and Career Advancement

Although women have a variety of options for furthering their education and jobs. Women's commitment to family, limited access to opportunities for professional training and development, and a lack of informal networks, mentoring systems, and organizational support, according to Binti et al. (2014), are all important factors, as are gender bias and male employees' failure to take women seriously. Ezzedeen and Ritchey (2009) propose a number of career advancement and career-family balance strategies as viable options for women. Education and career advancement, encompassing professional and personal support, value systems, and life-course methods such as career and family planning, spousal support bargaining, and childbearing. Many organizations and businesses are taking proactive steps to help women climb the corporate ladder by providing more opportunities for women leaders, allowing for flexible work schedules, developing leadership development programs, organizing mentoring programs, and forming women's corporate networks (McDonagh and Paris, 2012).

Kemp and Madsen also propose a variety of flexible occupations (2014). Part-time jobs, flexible work hours, Telework, and promotional possibilities are all promoted to help women enhance their education and careers. Mentoring was highly suggested for women to develop their education and employment, according to Harris et al. (2011), because mentors and networking can assist women acquire vital knowledge information and possibilities for job progression. The importance of mentorship was further confirmed by Peters in a study of African American women gaining tenure in the field of educational leadership (2011). Professional career women's development uses a variety of educational and job resources, including family assistance.

According to Cheung and Halpern (2010), women leaders in several research all mentioned the importance of family support in achieving top positions. While extended family may help with housekeeping and childcare, husbands could also take on a major share of home tasks or play the role of

Figure 3: Development model (adapted and modified Morrison, 2010)
the following spouse, ready to relocate to a new area with unknown job prospects if their wife's profession was to succeed. Furthermore, assistance for families and partners was acknowledged as being important in women's education and job advancement (Turner 2007). Senior academic women seem to demonstrate very strong personalities such as being self-motivated, independent and hardworking.

Twombly (1998) discovered that these women were determined not to be left behind by trying their best to survive many battles through their own excellence, tenacity, and political skills to rise to the top of their professions. They have worked twice as hard to be popular as their male counterparts. Additionally, Cubillo and Brown (2003) similarly found in a review of narratives taken from women aspiring to leadership and management in nine different educational settings, from very different areas of the world, that while they had to confront hostile male-dominated societies, these women tended to be hostile cultures. Highly autonomous, optimistic and self-motivated. Besides, Blackwood and Brown-Welty (2011) have found that these women often wanted to be the best in their place while investigating paths to leadership. The tactics employed by a number of other women leaders and managers were also to work hard and work smart (Cheung and Halpern, 2010).

Research Methods

The descriptors “women at work,” “women’s growth,” and “women career development” were used to perform a complete literature review. The majority of the sources, with the exception of seminal books, are Books, conference papers, refereed and non-refereed publications, and online sources were found during the literature search. The sources were chosen for their academic value. Additionally, manuscripts frequently revealed other research sources. An inductive study of the literature resulted in the emergence of patterns and themes, and the initial research question proceeded through iterations of refining as part of this process. The researcher considers the internal and external factors, gender and stereotyping as key words for literature searches on women career development.

Conclusion

The socio-cultural context has a variety of effects on women's job success. Stereotypical attitudes about gender roles were experienced by the participants as hidden barriers to women's career advancement.

Gender stereotypes and opinions toward women's professional choices did have an impact on women's career choices, with many opting for teaching over administration. Women were less comfortable in managerial positions due to the realities of their roles. Although the women recognized certain environmental barriers, none of them believed that these obstacles were sufficient to prevent them from reaching their goals. The intrapersonal constraints that the participants most associated with were ideas about one's own beliefs, ability to perform, and prioritizing work and home. As a result, it can be inferred that the most significant hurdles to women's advancement in management roles are personal rather than environmental. However, the environment's influence cannot be overlooked.

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