

The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



**EXAMINING WOMEN'S CAREER PROGRESSION
BARRIERS**



TASNUVA ALAM

UUM
Universiti Utara Malaysia

**MASTER OF HUMAN RESOURCE MANAGEMENT
UNIVERSITI UTARA MALAYSIA
MAY 2018**

EXAMINING WOMEN'S CAREER PROGRESSION BARRIERS



By
TASNUVA ALAM

UUM
Universiti Utara Malaysia

**Thesis Submitted to
School of Business Management,
Universiti Utara Malaysia,
in Partial Fulfillment of the Requirement for the Master of Human Resource
Management**



**Pusat Pengajian Pengurusan
Perniagaan**

SCHOOL OF BUSINESS MANAGEMENT

Universiti Utara Malaysia

PERAKUAN KERJA KERTAS PENYELIDIKAN
(Certification of Research Paper)

Saya, mengaku bertandatangan, memperakukan bahawa
(I, the undersigned, certified that)
TASNUVA ALAM (821074)

Calon untuk Ijazah Sarjana
(Candidate for the degree of)
MASTER OF HUMAN RESOURCE MANAGEMENT

telah mengemukakan kertas penyelidikan yang bertajuk
(has presented his/her research paper of the following title)

EXAMINING WOMEN'S CAREER PROGRESSION BARRIERS

Seperti yang tercatat di muka surat tajuk dan kulit kertas penyelidikan
(as it appears on the title page and front cover of the research paper)

Bahawa kertas penyelidikan tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan.
(that the research paper acceptable in the form and content and that a satisfactory knowledge of the field is covered by the research paper).

Nama Penyelia : **DR. ZURAIDA BT. HASSAN**
(Name of Supervisor)

Tandatangan :
(Signature)

Tarikh : **23 MEI 2018**
(Date)

PERMISSION TO USE

In presenting this thesis in fulfillment of the requirements for a Post Graduate degree from the Universiti Utara Malaysia (UUM), I agree that the Library of this university may make it freely available for inspection. I further agree that permission for copying this thesis in any manner, in whole or in part, for scholarly purposes may be granted by my supervisor(s) or in their absence, by the Dean of Othman Yeop Abdullah Graduate School of Business where I did my thesis. It is understood that any copying or publication or use of this thesis or parts of it for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the UUM in any scholarly use which may be made of any material in my thesis.

Request for permission to copy or to make other use of materials in this thesis in whole or in part should be addressed to:

Dean of School of Business Management
Universiti Utara Malaysia
06010 UUM Sintok
Kedah Darul Aman

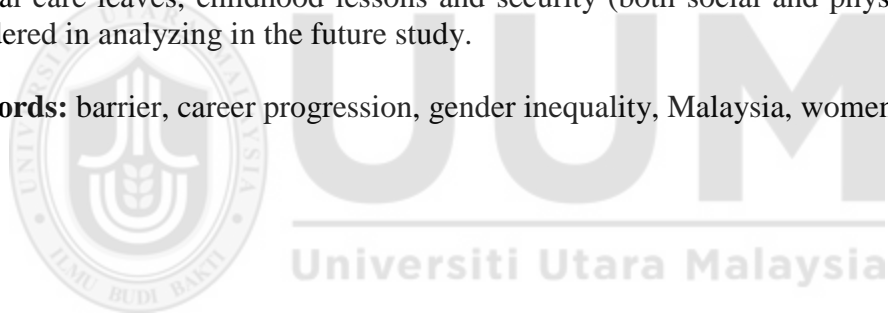


UUM
Universiti Utara Malaysia

ABSTRACT

It is been half a century women's progression in professional career has been in a debate. Yet today, only scant percent of women are able to make their way at leadership and decision making positions at higher education institutions across the globe. However, women career in higher education has been of little concern to researchers. The purpose of this study is to examine the relationship between gender stereotype, work-family conflict, social-cultural beliefs, individual characteristics and organizational support with women's career progression barriers among female staffs in a public university in Malaysia. This quantitative approach research has collected data from 264 female staffs of a public university using questionnaire survey. The study analyzes collected data utilizing Pearson correlation and multiple regression model to identify the relationship and test the hypothesis. The findings of the study reveal that gender stereotype, work-family conflict, and organizational support significantly influence the career progression barriers of female staffs. On the other hand, social-cultural beliefs and individual characteristics found to have an insignificant association, thus it does not affect career progression barriers of women staffs. This finding is believed to be logical in the context of Malaysia since it is a very inclusive and liberal nation. Finally, the study suggests that parental care leaves, childhood lessons and security (both social and physical) could be considered in analyzing in the future study.

Keywords: barrier, career progression, gender inequality, Malaysia, women



ABSTRAK

Telah lebih setengah abad isu perkembangan wanita dalam kerjaya profesional telah diperdebatkan. Namun kini, hanya beberapa peratusan kecil sahaja wanita berjaya mendapat tempat dalam kedudukan kepimpinan dan pembuatan keputusan di institusi pengajian tinggi serta universiti di seluruh dunia. Bagaimana pun, perkembangan kerjaya wanita dalam institusi pengajian tinggi mendapatkan tarikan pengkaji terdahulu. Tujuan kajian ini adalah untuk mengkaji hubungan antara faktor stereotaip gender, konflik kerja-keluarga, kepercayaan sosial-budaya, ciri-ciri individu dan sokongan organisasi dengan halangan dalam perkembangan kerjaya dalam kalangan pekerja wanita di sebuah universiti awam Malaysia. Pendekatan penyelidikan kuantitatif telah digunakan dalam mengumpul data daripada 264 pekerja wanita dari sebuah universiti awam dengan menggunakan kaedah soal selidik. Data kajian yang telah dikumpulkan di analisa menggunakan pendekatan korelasi Pearson dan model regresi berganda untuk mengenal pasti hubungan dan menguji hipotesis kajian. Dapatan kajian menunjukkan bahawa stereotaip gender, konflik kerja-keluarga, dan sokongan organisasi mempengaruhi perkembangan kerjaya yang lebih perlahan dalam kalangan pekerja wanita. Sebaliknya, kepercayaan sosial-budaya dan ciri-ciri individu didapati mempunyai hubungan yang tidak signifikan dengan perkembangan kerjaya dalam kalangan responden. Penemuan ini boleh dipercayai dalam konteks Malaysia kerana negara ini adalah sebuah negara yang sangat inklusif dan liberal. Akhir sekali, kajian ini menunjukkan bahawa cuti untuk menjaga ibu bapa, pembelajaran kanak-kanak dan keselamatan (sosial dan fizikal) boleh dipertimbangkan dalam kajian di masa depan.

Kata kunci: halangan, perkembangan kerjaya, ketidaksamaan gender, Malaysia, wanita

ACKNOWLEDGEMENT

First, I extend my gratitude to the Almighty for providing me with the spirit and motivation and the best of health to complete this study.

I am greatly thankful to my supervisor, Dr. Zuraida Binti Hassan for giving me the invaluable guidance, insights, moral support and the direction throughout the whole process of completing this research paper. Her immense knowledge in the field of Human Resource Management, particularly on the issue of women's career development helps me to improve my knowledge and understanding in this area.

I would particularly like to thank all the staffs in the School of Business Management for their technical and administrative supports. I extend my gratefulness to all anonymous respondents for their generous participation in this research.

I am greatly indebted to my beloved parents for their endless love and support, patience, sympathy and trust. Their infinite care and support make me strong to face any intolerable situations. I want to thank my sister, who puts boundaryless faith on me, one of the greatest sources of my inspiration. Their support is unexplainable that eventually motivate me throughout this journey.

Lastly, I would like to acknowledge my friends, colleagues and well-wishers for their tremendous support in various aspects. I appreciate their concern and companionship during both of my high and low time.

TABLE OF CONTENTS

TITLE PAGE	i
PERMISSION TO USE.....	iii
ABSTRACT.....	iv
ABSTRAK.....	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENTS	vii
LIST OF TABLES.....	x
LIST OF FIGURES	xi
LIST OF ACRONYMS	xii
CHAPTER 1: INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Problem Statement	5
1.3 Research Questions	9
1.4 Research Objectives	9
1.5 Significance of the Study	10
1.6 Scope of the Study.....	11
1.7 Definitions of Key Terms.....	11
1.8 Organization of the Study	13
1.9 Chapter Summary.....	14
CHAPTER 2: LITERATURE REVIEW	15
2.0 Introduction	15
2.1 Understanding Women’s Career Barriers	15
2.2 Gender Streotype	16
2.3 Work-Family Conflict.....	17
2.4 Social-Cultural Beliefs	18
2.5 Organizational Suport	19

2.6 Individual Characteristics	20
2.7 Underpinning Theories.....	22
2.7.1 Social Role Theory	22
2.7.2 Glass Ceiling Theory.....	23
2.8 Research Gap.....	24
2.8 Chapter Summary.....	25
CHAPTER 3: RESEARCH METHODOLOGY	27
3.0 Introduction	27
3.1 Research Framework.....	27
3.2 Conceptual, Definitions of Variables	28
3.2.1 Barriers to Women’s Career Progression	28
3.2.2 Gender Streotype.....	29
3.2.3 Work-Family Conflict	30
3.2.4 Social-Cultural Beliefs	30
3.2.5 Organizational Suport.....	31
3.2.6 Individual Characteristics	31
3.3 Measurement of the Variables.....	32
3.4 Research Design	37
3.5 Population and Sample.....	38
3.5.1 Population	38
3.5.2 Sample Size.....	38
3.5.3 Sampling Technique.....	38
3.6 Data Collection Procedures	39
3.7 Techniques of Data Analysis.....	41
3.8 Pilot Study	42
3.9 Chapter Summary.....	43
CHAPTER 4: ANALYSIS AND RESULTS	45
4.0 Introduction	45
4.1 Response Rate	45
4.2 Profile of the Respondents	46
4.3 Descriptive Statistics	49
4.4 Reliability Analysis	50

4.5 Correlation Analysis.....	52
4.6 Multicollinearity	53
4.7 Regression Analysis	54
4.8 Hypotheses Testing	55
4.8.1 Summary of Hypotheses	58
4.9 Chapter Summary.....	58
CHAPTER 5: DISCUSSION, CONCLUSION AND RECOMMENDATION.....	60
5.0 Introduction	60
5.1 Discussion of Findings	60
5.2 Implications of the Study	70
5.2.1 Theoretical Perspectives.....	70
5.2.2 Practical Perspectives	71
5.3 Limitations of the Study	72
5.4 Recommendations of the study	73
5.5 Direction for Future Research	74
5.6 Chapter Summary.....	75
REFERENCES.....	76
APPENDIX	85

LIST OF TABLES

Table No.	Title	Page No.
Table 1.1	Administrative Work Environment in University by Position	2
Table 3.1	Designing Questionnaire and Sources	34
Table 3.2	Summary of Population and Sample	39
Table 3.3	Cronbach's Alpha Values for Variables in Pilot Study	43
Table 4.1	Number of Questionnaires Returned and Response Rate	46
Table 4.2	Demographic Profile of the Respondent	46
Table 4.3	Descriptive Statistics	50
Table 4.4	Summary of Reliability Analysis	51
Table 4.5	Pearson Correlation Analysis	52
Table 4.6	Summary of VIF	54
Table 4.7	Results of Multiple Regression Analysis	55
Table 4.8	Summary of Hypotheses	58



LIST OF FIGURES

Figure No.	Title	Page No.
Figure 3.1	Research Framework	28



LIST OF ACRONYMS

Acronyms	Descriptions
CEO	Chief Executive Officer
GS	Gender stereotype
IC	Individual characteristics
ILO	International Labour Organization
MDGs	Millennium Development Goals
OECD	Organization for Economic Co-operation and Development
OS	Organizational support
SCB	Social cultural beliefs
UK	United Kingdom
USA	United States of America
VIF	Variance of Inflation Factor
WCP	Women career progression
WFC	Work-family conflict

CHAPTER 1

INTRODUCTION

1.1 Background of the study

Women's progression in the workplace has taken significant strides in the past 50 years (Carr, Gunn, Kaplan, Raj, & Freund, 2015; O'Meara, 2015; Schwanke, 2013). In the 1980s, the popular press, including *The Wall Street Journal* and *Adweek*, were among the first who began utilizing the term the "glass ceiling," in which reporters noted that, despite 15 years after gender discrimination was made illegal in some places, professional women were remain unable in climbing to senior positions (Hoobler, Lemmon, & Wayne, 2011).

Among many other organizations, currently, women in higher education are still underrepresented in senior level administrative positions in college campuses (Jawahar & Hemmasi, 2006). Despite newly developed and suggested mentoring programs, professional development and leadership preparation, women in academia are still not getting along at the same pace as their male counterparts (Catherine Ehrich, 1994, 1995; Quinlan, 1999; Stanford-Blair & Dickmann, 2005).

Women persist bunched in low-level positions, midlevel administrative positions or positions more outlying to upgrade into central management, such as librarians and student services (Amey & Eddy, 2002). The term "glass roof" was minted in the early 1980s in reference to artificial barriers to the promotion of women and people of color which prevent them from rising to administrative offices in higher academia (Hymowitz & Schellhardt, 1986; Oakley, 2000). In a study of female's in low-

The contents of
the thesis is for
internal user
only

REFERENCE

- Abendroth, A.-K., Melzer, S., Kalev, A., & Tomaskovic-Devey, D. (2017). Women at Work: Women's Access to Power and the Gender Earnings Gap. *ILR Review*, 70, 190–222.
- Abubaker, M., & Bagley, C. (2016). Work–Life Balance and the Needs of Female Employees in the Telecommunications Industry in a Developing Country: A Critical Realist Approach to Issues in Industrial and Organizational Social Psychology. *Comprehensive Psychology*, 5, 2165222816648075. <https://doi.org/10.1177/2165222816648075>
- Arulampalam, W., Booth, A. L., & Bryan, M. L. (2007). Is there a glass ceiling over Europe? Exploring the gender pay gap across the wage distribution. *Industrial & Labor Relations Review*, 60, 163–186.
- Atyeo, J., Adamson, B., & Cant, R. (2001). Managerial skills for new practitioners in Medical Radiation Sciences in Australia: Implications for the tertiary education sector. *Radiography*, 7(4), 235–247. <https://doi.org/10.1053/radi.2001.0337>
- Aycan, Z. (2004). Key success factors for women in management in Turkey. *Applied Psychology*, 53, 453–477.
- Bilimoria, D. (2007). *Handbook on Women in Business and Management*. Edward Elgar Publishing.
- Boone, J., Veller, T., Nikolaeva, K., Keith, M., Kefgen, K., & Houran, J. (2013). Rethinking a glass ceiling in the hospitality industry. *Cornell Hospitality Quarterly*, 54, 230–239.
- Brush, C. G. (1992). Research on Women Business Owners: Past Trends, a New Perspective and Future Directions. *Entrepreneurship Theory and Practice*, 16(4), 5–30. <https://doi.org/10.1177/104225879201600401>
- Buğra, A., & Yakut-Cakar, B. (2010). Structural change, the social policy environment and female employment in Turkey. *Development and Change*, 41, 517–538.
- CAFRAD. (2009). *Conference on Strengthening Women Capacities in Administration, Governance and Leadership*. Tangier, Morocco: African Training and Research Centre in Administration for Development.
- Carr, P. L., Gunn, C. M., Kaplan, S. A., Raj, A., & Freund, K. M. (2015). Inadequate progress for women in academic medicine: findings from the National Faculty Study. *Journal of Women's Health*, 24, 190–199.
- Catherine Ehrich, L. (1994). Mentoring and networking for women educators. *Women in Management Review*, 9, 4–10.
- Catherine Ehrich, L. (1995). Professional mentorship for women educators in government schools. *Journal of Educational Administration*, 33, 69–83.
- Cejka, M. A., & Eagly, A. H. (1999). Gender-Stereotypic Images of Occupations Correspond to the Sex Segregation of Employment. *Personality and Social Psychology Bulletin*, 25(4), 413–423. <https://doi.org/10.1177/0146167299025004002>
- Chen, Y. C. (2011). *A study of hotel managers' job satisfaction – Based on the view Point of career development*. Taipei: Taiwan Training Quality System.
- Chliwniak, L. (1997). *Higher Education Leadership: Analyzing the Gender Gap*. ASHE-ERIC Higher Education Report, Vol. 25, No. 4. ERIC.

- Cialdini, R. B., & Trost, M. R. (1998). Social influence: Social norms, conformity and compliance. In *The handbook of social psychology, Vols. 1-2, 4th ed* (pp. 151–192). New York, NY, US: McGraw-Hill.
- Clarke, M. (2011). Advancing women's careers through leadership development programs. *Employee Relations*, 33, 498–515.
- Coogan, P. A., & Chen, P. C. P. (2007). Career development and counselling for women: Connecting theories to practice. *Counselling Psychology Quarterly*, 20(2), 191–204. <https://doi.org/10.1080/09515070701391171>
- Cooray, A., & Potrafke, N. (2011). Gender inequality in education: Political institutions or culture and religion? *European Journal of Political Economy*, 27, 268–280.
- Cordano, M., Scherer, R. F., & Owen, C. L. (2002). Attitudes toward women as managers: sex versus culture. *Women in Management Review*, 17, 51–60.
- Crampton, S. M., & Mishra, J. M. (1999). Women in Management. *Public Personnel Management*, 28(1), 87–106. <https://doi.org/10.1177/009102609902800107>
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative*. Prentice Hall Upper Saddle River, NJ.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16(3), 297–334. <https://doi.org/10.1007/BF02310555>
- Cross, C. (2010). Barriers to the executive suite: evidence from Ireland. *Leadership & Organization Development Journal*, 31, 104–119.
- Cullen, L., & Christopher, T. (2012). Career Progression of Female Accountants in the State Public Sector. *Australian Accounting Review*, 22(1), 68–85. <https://doi.org/10.1111/j.1835-2561.2011.00159.x>
- David E. Bloom. (2000). *Higher Education in Developing Countries: Peril and Promise*. Washington DC: The World Bank.
- Davidson, M. J., & Cooper, C. L. (1992). *Shattering the glass ceiling: The woman manager*. Paul Chapman Publishing.
- De Leon, B. (1996). Career development of Hispanic adolescent girls. *Urban Girls: Resisting Stereotypes, Creating Identities*, 380–398.
- Dimovski, V., Skerlavaj, M., & Man, M. M. K. (2010). Comparative Analysis Of Mid-Level Women Managers' Perception Of The Existence Of Glass Ceiling'In Singaporean And Malaysian Organizations. *The International Business & Economics Research Journal*, 9, 61.
- Drost, E. A. (2011). Validity and reliability in social science research. *Education Research and Perspectives*, 38, 105.
- Dunn-Jensen, L. M., & Stroh, L. (n.d.). *Myths in the media: how the news media portray women in the workforce*. Retrieved from https://books.google.com/books/about/Handbook_on_Women_in_Business_and_Manage.html?id=5xovjuFydicC
- Eagly, A. H. (1987). *Sex Differences in Social Behavior: A Social-role interpretation*. Psychology Press.
- Eagly, A. H., & Carli, L. L. (2007). Women and the labyrinth of leadership. *Harvard Business Review*, 85(9). Retrieved from <https://www.scholars.northwestern.edu/en/publications/women-and-the-labyrinth-of-leadership>
- Eagly, A. H., & Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. *Psychological Review*, 109, 573.

- Eagly, A. H., Karau, S. J., Miner, J. B., & Johnson, B. T. (1994). Gender and motivation to manage in hierarchic organizations: A meta-analysis. *The Leadership Quarterly*, *5*, 135–159.
- Eagly, A. H., & Wood, W. (2012). *Social role theory* (2nd ed.).
- Eapen, B. R. (2007). Collaborative writing: Tools and tips. *Indian Journal of Dermatology, Venereology, and Leprology*, *73*, 439.
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, *71*, 500.
- Ezzedeen, S. R., Budworth, M.-H., & Baker, S. D. (2015). The Glass Ceiling and Executive Careers Still an Issue for Pre-Career Women. *Journal of Career Development*, 0894845314566943.
- Fornell, C., & Larcker, D. F. (1981). Evaluating Structural Equation Models with Unobservable Variables and Measurement Error. *Journal of Marketing Research*, *18*(1), 39–50. <https://doi.org/10.2307/3151312>
- Fuegen Kathleen, Biernat Monica, Haines Elizabeth, & Deaux Kay. (2004). Mothers and Fathers in the Workplace: How Gender and Parental Status Influence Judgments of Job-Related Competence. *Journal of Social Issues*, *60*(4), 737–754. <https://doi.org/10.1111/j.0022-4537.2004.00383.x>
- Gammie, B., & Gammie, E. (1997). Career progression in accountancy-the role of personal and situational factors. *Women in Management Review*, *12*, 167–173.
- Garson, G. D. (2001). *Guide to writing empirical papers, theses, and dissertations*.
- Glick, P. (1991). Trait-based and sex-based discrimination in occupational prestige, occupational salary, and hiring. *Sex Roles*, *25*(5–6), 351–378. <https://doi.org/10.1007/BF00289761>
- Greenhaus, J. H., & Beutell, N. J. (1985). Sources of Conflict Between Work and Family Roles. *Academy of Management Review*, *10*(1), 76–88. <https://doi.org/10.5465/amr.1985.4277352>
- Hair, J. F., Anderson, R. E., Babin, B. J., & Black, W. C. (2010). *Multivariate data analysis: A global perspective* (7th ed.). NJ: Pearson Upper Saddle River.
- Harlan, S. L., & Berheide, C. W. (1994). Barriers to work place advancement experienced by women in low-paying occupations.
- Heath, R., & Jayachandran, S. (2016). *The Causes and Consequences of Increased Female Education and Labor Force Participation in Developing Countries*. National Bureau of Economic Research.
- Heerwegh, D., Vanhove, T., Matthijs, K., & Loosveldt, G. (2005). The effect of personalization on response rates and data quality in web surveys. *International Journal of Social Research Methodology*, *8*, 85–99.
- Heilman, M. E. (2001). Description and prescription: How gender stereotypes prevent women's ascent up the organizational ladder. *Journal of Social Issues*, *57*, 657–674.
- Heilman, M. E. (2015). Gender Stereotypes: Impediments to Women's Career Progress. In *Auswahl von Männern und Frauen als Führungskräfte* (pp. 73–84). Springer Gabler, Wiesbaden. https://doi.org/10.1007/978-3-658-09469-0_7
- Heilman, M. E., Block, C. J., & Martell, R. F. (1995). Sex stereotypes: Do they influence perceptions of managers? *Journal of Social Behavior and Personality*, *10*, 237.

- Henkel, M. (2017). Gender Equality in Academic Career Progression: A Matter of Time? *The Changing Role of Women in Higher Education*, 195–207. https://doi.org/10.1007/978-3-319-42436-1_10
- Hennig, M., & Pfau-Effinger, B. (2012). Women's employment in the institutional and cultural context. *International Journal of Sociology and Social Policy*, 32, 530–543.
- Hernández, T. J., & Morales, N. E. (1999). Career, Culture, and Compromise: Career Development Experiences of Latinas Working in Higher Education. *The Career Development Quarterly*, 48(1), 45–58. <https://doi.org/10.1002/j.2161-0045.1999.tb00274.x>
- Hinton, P. R., McMurray, I., & Brownlow, C. (2004). *SPSS explained*. Routledge.
- Hochschild, A. R. (1997). When work becomes home and home becomes work. *California Management Review; Berkeley*, 39(4), 79–97.
- Hoobler, J. M., Lemmon, G., & Wayne, S. J. (2011). Women's underrepresentation in upper management: New insights on a persistent problem. *Organizational Dynamics*, 40, 151–156.
- Hoobler, J. M., Wayne, S. J., & Lemmon, G. (2009). Bosses' Perceptions of Family-Work Conflict and Women's Promotability: Glass Ceiling Effects. *Academy of Management Journal*, 52(5), 939–957. <https://doi.org/10.5465/amj.2009.44633700>
- House, J. S. (1995). *Social structure, relationships, and the individual*.
- Hymowitz, C., & Schellhardt, T. D. (1986). The glass ceiling. *The Wall Street Journal*.
- Ilieva, J., Baron, S., & Healey, N. M. (2002). Online surveys in marketing research: Pros and cons. *International Journal of Market Research*, 44, 361.
- ILO. (2016). *Women at work: Trends 2016*. Geneva: International Labour Office.
- Ismail, M., & Ibrahim, M. (2008). Barriers to career progression faced by women: Evidence from a Malaysian multinational oil company. *Gender in Management: An International Journal*, 23, 51–66.
- Ismail, M., Rasdi, R. M., & Wahat, N. W. A. (2005). High-flyer women academicians: factors contributing to success. *Women in Management Review*, 20(2), 117–132. <https://doi.org/10.1108/09649420510584454>
- Jackson, J. F. (2004). Toward a business model of executive behavior: An exploration of the workdays of four college of education deans at large research universities. *The Review of Higher Education*, 27, 409–427.
- Jamali, D., Sidani, Y., & Safieddine, A. (2005). Constraints facing working women in Lebanon: an insider view. *Women in Management Review*, 20, 581–594.
- Jawahar, I. M., & Hemmasi, P. (2006). Perceived organizational support for women's advancement and turnover intentions: The mediating role of job and employer satisfaction. *Women in Management Review*, 21, 643–661.
- Jogulu, U., & Wood, G. (2011). Women managers' career progression: an Asia Pacific perspective. *Gender in Management: An International Journal*, 26(8), 590–603. <https://doi.org/10.1108/17542411111183893>
- Kalliath, T., & Brough, P. (2008). Work–life balance: A review of the meaning of the balance construct. *Journal of Management & Organization*, 14, 323–327.
- Kay, F., & Gorman, E. (2008). Women in the Legal Profession. *Annual Review of Law and Social Science*, 4(1), 299–332. <https://doi.org/10.1146/annurev.lawsocsci.4.110707.172309>

- Keene, J. R., & Reynolds, J. R. (2005). The job costs of family demands gender differences in negative family-to-work spillover. *Journal of Family Issues*, 26, 275–299.
- Kiamba, J. M. (2008). Women and leadership positions: Social and cultural barriers to success. *Wagadu: A Journal of Transnational Women's and Gender Studies*, 6, 5.
- Kiaye, R. E., & Singh, A. M. (2013). The glass ceiling: a perspective of women working in Durban. *Gender in Management: An International Journal*, 28(1), 28–42. <https://doi.org/10.1108/17542411311301556>
- Knutson, B. J., & Schmidgall, R. S. (1999). Dimensions of the glass ceiling in the hospitality industry. *The Cornell Hotel and Restaurant Administration Quarterly*, 40, 64–75.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607–610.
- Kreyenfeld, M. (2010). Uncertainties in female employment careers and the postponement of parenthood in Germany. *European Sociological Review*, 26, 351–366.
- Lee Siew Kim, J., & Seow Ling, C. (2001). Work-family conflict of women entrepreneurs in Singapore. *Women in Management Review*, 16, 204–221.
- Liff, S., & Ward, K. (2001). Distorted views through the glass ceiling: the construction of women's understandings of promotion and senior management positions. *Gender, Work & Organization*, 8, 19–36.
- Liu, H., & Wang, Y. (2014). *Career Advancement in Tertiary Educational Field: University of Gävle and Guizhou University*. Sweden: University of Gävle. Retrieved from <http://urn.kb.se/resolve?urn=urn:nbn:se:hig:diva-18202>
- Lopez-Claros, A., & Zahidi, S. (2005). *Womens empowerment: measuring the global gender gap*. Geneva Switzerland World Economic Forum 2005.
- Lyness, K. S., & Heilman, M. E. (2006). When fit is fundamental: Performance evaluations and promotions of upper-level female and male managers. *Journal of Applied Psychology*, 91, 777–785. <https://doi.org/10.1037/0021-9010.91.4.777>
- Lyness, K. S., & Thompson, D. E. (2000). Climbing the corporate ladder: do female and male executives follow the same route? *Journal of Applied Psychology*, 85, 86.
- Mae Kelly, R., & Dabul Marin, A. J. (1998). Position power and women's career advancement. *Women in Management Review*, 13, 53–66.
- Majanja, M., & Kiplang'at, J. (2003). Women librarians in Kenya: a study of their status and occupational characteristics. *Library Management*, 24, 70–78.
- Mary Wentling, R. (2003). The career development and aspirations of women in middle management-revisited. *Women in Management Review*, 18, 311–324.
- Maskell-Pretz Marilyn, & Hopkins Willie E. (1997). Women in Engineering: Toward a Barrier-Free Work Environment. *Journal of Management in Engineering*, 13(1), 32–37. [https://doi.org/10.1061/\(ASCE\)0742-597X\(1997\)13:1\(32\)](https://doi.org/10.1061/(ASCE)0742-597X(1997)13:1(32))
- Mccray, A. D., Sindelar, P. T., Kilgore, K. K., & Neal, L. I. (2002). African-American women's decisions to become teachers: Sociocultural perspectives. *International Journal of Qualitative Studies in Education*, 15(3), 269–290. <https://doi.org/10.1080/09518390210122845>

- McDonald, H., & Adam, S. (2003). A comparison of online and postal data collection methods in marketing research. *Marketing Intelligence & Planning*, 21, 85–95.
- Metz, I. (2005). Advancing the careers of women with children. *Career Development International*, 10, 228–245.
- Metz, I., & Simon, A. (2008). A focus on gender similarities in work experiences in senior management: A study of an Australian bank builds the case. *Equal Opportunities International*, 27, 433–454.
- Meyerson, D. E., & Fletcher, J. K. (2000). A modest manifesto for shattering the glass ceiling. *Harvard Business Review*, 78, 126–136.
- Meyerson, D., & Fletcher, J. K. (2005). A Modest Manifesto for Shattering the Glass Ceiling. *Harvard Business Review*. Retrieved from <https://hbr.org/2000/01/a-modest-manifesto-for-shattering-the-glass-ceiling>
- Miller, G. E. (2004). Frontier Masculinity in the Oil Industry: The Experience of Women Engineers. *Gender, Work & Organization*, 11(1), 47–73. <https://doi.org/10.1111/j.1468-0432.2004.00220.x>
- Mowday, R. T., Porter, L. W., & Steers, R. M. (2013). *Employee—organization linkages: The psychology of commitment, absenteeism, and turnover*. Academic press.
- Murdock, G. P., & Provost, C. (1973). Factors in the Division of Labor by Sex: A Cross-Cultural Analysis. *Ethnology*, 12(2), 203–225. <https://doi.org/10.2307/3773347>
- Nchabira, K. M. (2014). *Barriers to women career progression in Kenya's Civil Service*.
- Nguyen, T. L. H. (2013). Barriers to and facilitators of female Deans' career advancement in higher education: an exploratory study in Vietnam. *Higher Education*, 66(1), 123–138. <https://doi.org/10.1007/s10734-012-9594-4>
- Nzioka, A. M. (2013). *Hotel General Managers Perception of Factors Related to Women Career Progression in the Hospitality Industry at the Coast Region of Kenya*. KENYATTA UNIVERSITY.
- Oakley, J. G. (2000). Gender-based barriers to senior management positions: Understanding the scarcity of female CEOs. *Journal of Business Ethics*, 27, 321–334.
- Organization for Economic Co-operation and Development. (2012). *Closing the gender gap: act now*. Organisation for Economic Co-operation Development.
- United Nation Human Rights Office of the High Commissioner. (2014). *Gender stereotypes and Stereotyping and women's rights*. Geneva, Switzerland: Office of the High Commissioner for Human Rights.
- O'Meara, K. (2015). A career with a view: Agentic perspectives of women faculty. *The Journal of Higher Education*, 86, 331–359.
- Pallant, J. (2011). *SPSS Survival Manual 4th edition: A step by step guide to data analysis using SPSS version 18*. Maidenhead, Berkshire: Open University Press.
- Parker, P., Hewitt, B., Witheriff, J., & Cooper, A. (2018). Frank and Fearless: Supporting Academic Career Progression for Women in an Australian Program. *Administrative Sciences*, 8(1), 5. <https://doi.org/10.3390/admsci8010005>
- Powell, G. N., & Graves, L. M. (2003). *Women and men in management*. Newbury Park, CA: Sage.

- PsycNET. (n.d.). Retrieved May 14, 2018, from /buy/1997-08136-003
- Quinlan, K. M. (1999). Enhancing mentoring and networking of junior academic women: what, why, and how? *Journal of Higher Education Policy and Management*, *21*, 31–42.
- Rehman, A., Imdad Ullah, M., & Abrar-ul-haq, M. (2015). The Influence of Individual Characteristics on Organization Performance and Job Satisfaction. *International Journal of Scientific and Research Publications*, *5*.
- Ricardo Hausmann, Laura D Tyson, & Saadia Zahidi. (2009). *The global gender gap report 2009*. World Economic Forum.
- Ridgeway Cecilia L. (2002). Gender, Status, and Leadership. *Journal of Social Issues*, *57*(4), 637–655. <https://doi.org/10.1111/0022-4537.00233>
- Roscoe, J. T. (1975). *Fundamental research statistics for the behavioral sciences [by] John T. Roscoe*.
- Rose, S., & Larwood, L. (1988). *Women's Careers: Pathways and Pitfalls*. New York, NY: Praeger Publications.
- Rosser, S. V. (2004). Using POWRE to ADVANCE: Institutional Barriers Identified by Women Scientists and Engineers. *NWSA Journal*, *16*(1), 50–78.
- Rosser, V. J. (2000). Midlevel administrators: What we know. *New Directions for Higher Education*, *2000*, 5–13.
- Ross-Smith, A., & Chesterman, C. (2009). “Girl disease”: Women managers’ reticence and ambivalence towards organizational advancement. *Journal of Management and Organization*, *15*, 582.
- Roy, A., & Berger, P. (2005). E-mail and mixed mode database surveys revisited: Exploratory analyses of factors affecting response rates. *Journal of Database Marketing & Customer Strategy Management*, *12*, 153–171.
- Ruderman, M. N., Ohlott, P. J., Panzer, K., & King, S. N. (2002). Benefits of Multiple Roles for Managerial Women. *Academy of Management Journal*, *45*(2), 369–386. <https://doi.org/10.5465/3069352>
- Sadie, Y. (2005). Women in political decision-making in the SADC region. *Agenda*, *19*, 17–31.
- Salkind, N. J. (2016). *Exploring Research* (9 edition). Boston: Pearson.
- Sanderson, C. A. (2010). *Social Psychology*. John Wiley & Sons Canada, Limited.
- Schein, V. E. (2007). Women in management: reflections and projections. *Women in Management Review*, *22*(1), 6–18. <https://doi.org/10.1108/09649420710726193>
- Schwanke, D.-A. (2013). Barriers for women to positions of power: How societal and corporate structures, perceptions of leadership and discrimination restrict women’s advancement to authority. *Earth Common Journal*, *3*.
- Sekaran, U. (2003). *Research methods for business*. Hoboken, NJ: John Wiley & Sons.
- Sekaran, U., & Bougie, R. (2016). *Research Methods For Business: A Skill Building Approach*. John Wiley & Sons.
- Shrestha, P. (2016). Barriers for Women in Career Advancement in the Hospitality Industry: A Review of Literature.
- Singh, V., Vinnicombe, S., & Kumra, S. (2006). Women in formal corporate networks: an organisational citizenship perspective. *Women in Management Review*, *21*(6), 458–482. <https://doi.org/10.1108/09649420610683462>

- Sirat, M. B. (2010). Strategic planning directions of Malaysia's higher education: University autonomy in the midst of political uncertainties. *Higher Education*, 59, 461–473.
- Soares, R., Carter, N. M., & Combopiano, J. (2009). Catalyst census: Fortune 500 women board directors. Retrieved April, 3, 2010.
- Stanford-Blair, N., & Dickmann, M. H. (2005). *Leading coherently: Reflections from leaders around the world*. Sage.
- Strodtbeck, F. L., & Mann, R. D. (1956). Sex Role Differentiation in Jury Deliberations. *Sociometry*, 19(1), 3–11. <https://doi.org/10.2307/2786099>
- Swanson, J. L., & Woitke, M. B. (1997). Theory into practice in career assessment for women: Assessment and interventions regarding perceived career barriers. *Journal of Career Assessment*, 5, 443–462.
- Taveira, M. D. C., Silva, M. C., Rodriguez, M. L., & Maia, J. (1998). Individual characteristics and career exploration in adolescence. *British Journal of Guidance & Counselling*, 26(1), 89–104. <https://doi.org/10.1080/03069889808253841>
- Terjesen, S., & Singh, V. (2008). Female Presence on Corporate Boards: A Multi-Country Study of Environmental Context. *Journal of Business Ethics*, 83(1), 55–63. <https://doi.org/10.1007/s10551-007-9656-1>
- Thanacoody, P. R., Bartram, T., Barker, M., & Jacobs, K. (2006). Career progression among female academics: A comparative study of Australia and Mauritius. *Women in Management Review*, 21(7), 536–553. <https://doi.org/10.1108/09649420610692499>
- Tlaiss, H., & Kauser, S. (2010). Perceived organizational barriers to women's career advancement in Lebanon. *Gender in Management: An International Journal*, 25(6), 462–496. <https://doi.org/10.1108/17542411011069882>
- Toutkoushian, R. K., & Bellas, M. L. (1999). Faculty Time Allocations and Research Productivity: Gender, Race and Family Effects. *The Review of Higher Education*, 22(4), 367–390. <https://doi.org/10.1353/rhe.1999.0014>
- Tuckman, B. W., & Harper, B. E. (2012). *Conducting educational research*. Rowman & Littlefield Publishers.
- United Nation World Tourism Organization. (2010). *Global Report on Women in Tourism 2010*. Madrid: World Tourism Organization and UN Women.
- Van der Lippe, T., De Ruijter, J., De Ruijter, E., & Raub, W. (2010). Persistent inequalities in time use between men and women: A detailed look at the influence of economic circumstances, policies, and culture. *European Sociological Review*, jcp066.
- Van Teijlingen, E., & Hundley, V. (2002). The importance of pilot studies. *Nursing Standard (through 2013)*, 16, 33.
- Walsh, J. (2012). Not Worth the Sacrifice? Women's Aspirations and Career Progression in Law Firms. *Gender, Work & Organization*, 19(5), 508–531. <https://doi.org/10.1111/j.1468-0432.2012.00607.x>
- White, K. (2003). Women and Leadership in Higher Education in Australia. *Tertiary Education and Management*, 9(1), 45–60. <https://doi.org/10.1023/A:1022218403113>
- Wilson, A., & Laskey, N. (2003). Internet based marketing research: a serious alternative to traditional research methods? *Marketing Intelligence & Planning*, 21, 79–84.

- Wilson, F. (2005). Caught between difference and similarity: the case of women academics. *Women in Management Review*, 20(4), 234–248. <https://doi.org/10.1108/09649420510599061>
- Wink, D. M. (2009). Web-based collaboration tools. *Nurse Educator*, 34, 235–237.
- Winslow, S., & Davis, S. N. (2016). Gender Inequality Across the Academic Life Course. *Sociology Compass*, 10(5), 404–416. <https://doi.org/10.1111/soc4.12372>
- Wise, S., & Bond, S. (2003). Work-life policy: does it do exactly what it says on the tin? *Women in Management Review*, 18(1/2), 20–31. <https://doi.org/10.1108/09649420310462307>
- Wood, G. (2008). Gender stereotypical attitudes: past, present and future influences on women's career advancement. *Equal Opportunities International*, 27, 613–628.
- Wooldridge, J. M. (2012). *Introductory Econometrics: A Modern Approach* (5 edition). Mason, OH: South-Western College Pub.
- Zikmund, W. G. (2003). *Business research methods* 7th ed., Thomson/South-Western. Appendices.



UUM
Universiti Utara Malaysia

APPENDIX

Normality Test

The outputs of normal Q-Q plot are presented in the following Figure A.1 to A.5.

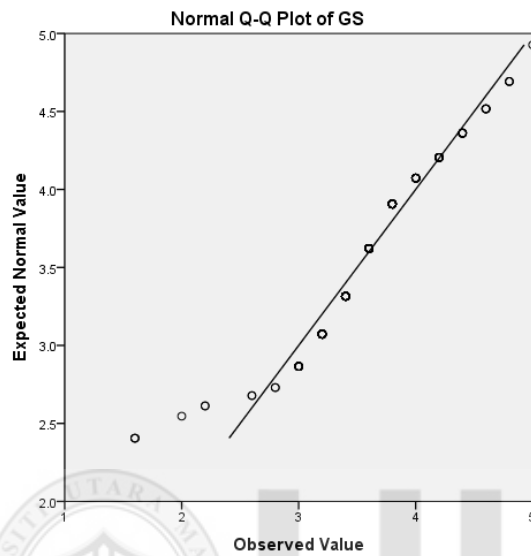


Figure A.1
The Normality of items in gender stereotype

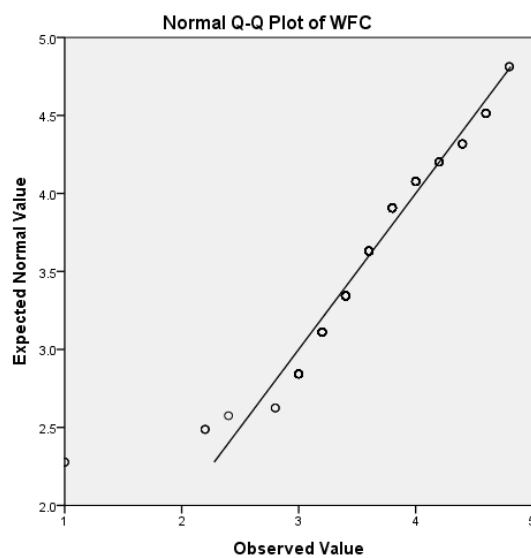


Figure A.2
The Normality of items in work-family conflict

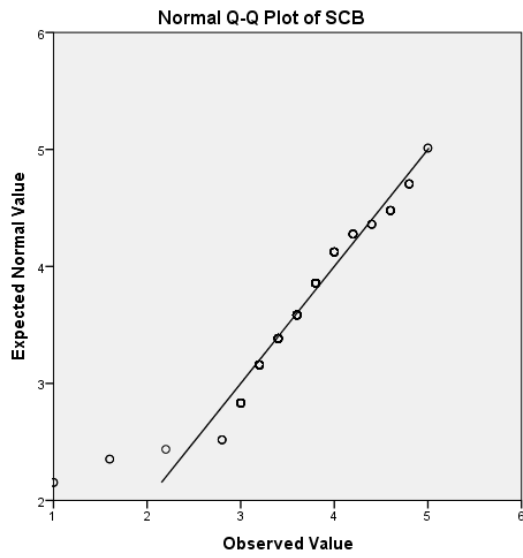


Figure A.3
The Normality of items in social cultural beliefs

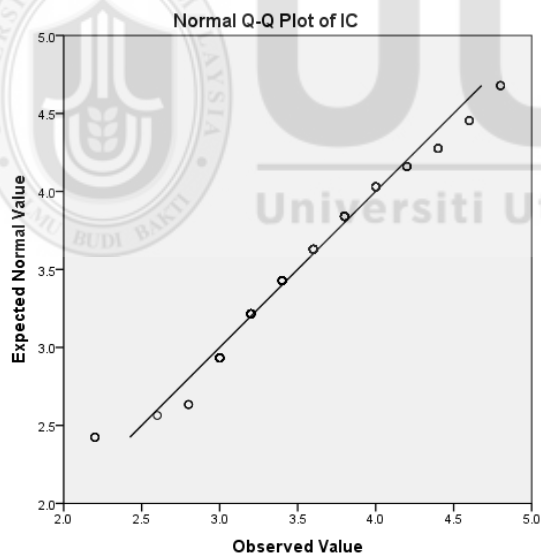


Figure A.4
The Normality of items in individual characteristics

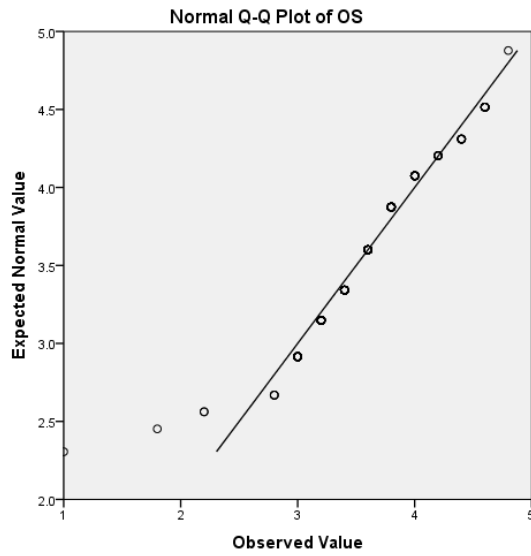


Figure A.5
The Normality of items in organizational support

Moreover, histogram and normal probability plot (P-P) of the regression standardized residual also presents in Figur A.6 and Figur A.7 respectively.

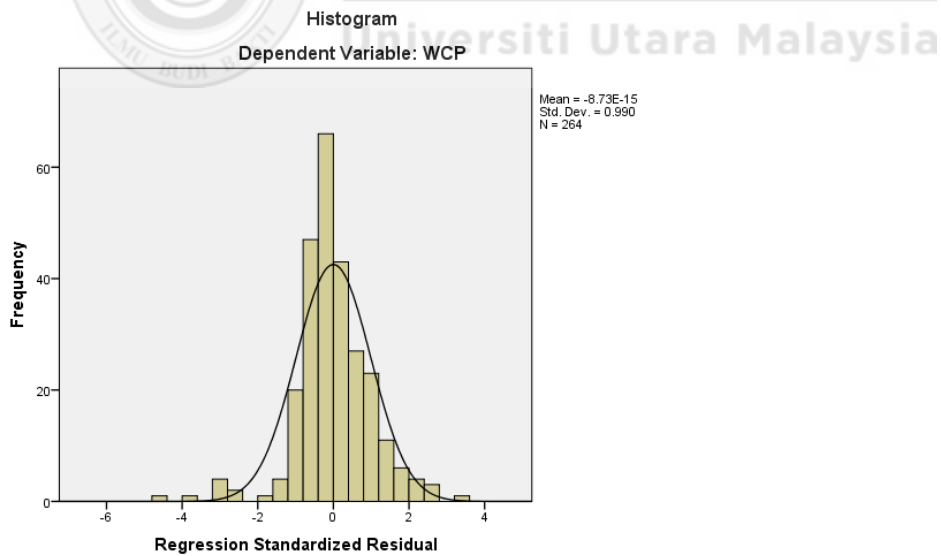


Figure A.6
The histogram of regression standardized residual

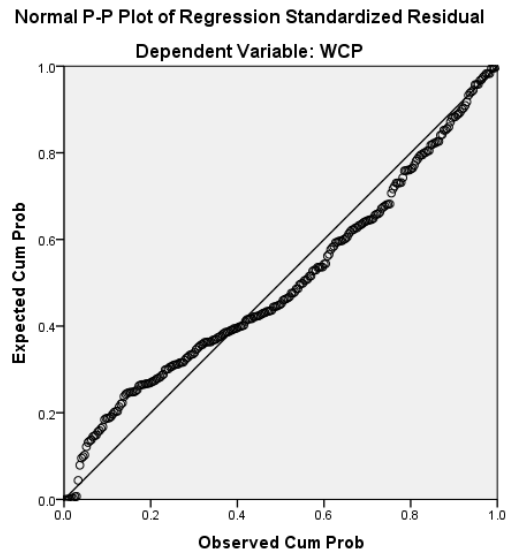


Figure A.7
The probability plot of regression standardized residual

Homoscedasticity

The Scatterplot explains homoscedasticity in the regression model. Figure A.8 illustrates the Scatterplot of the model.

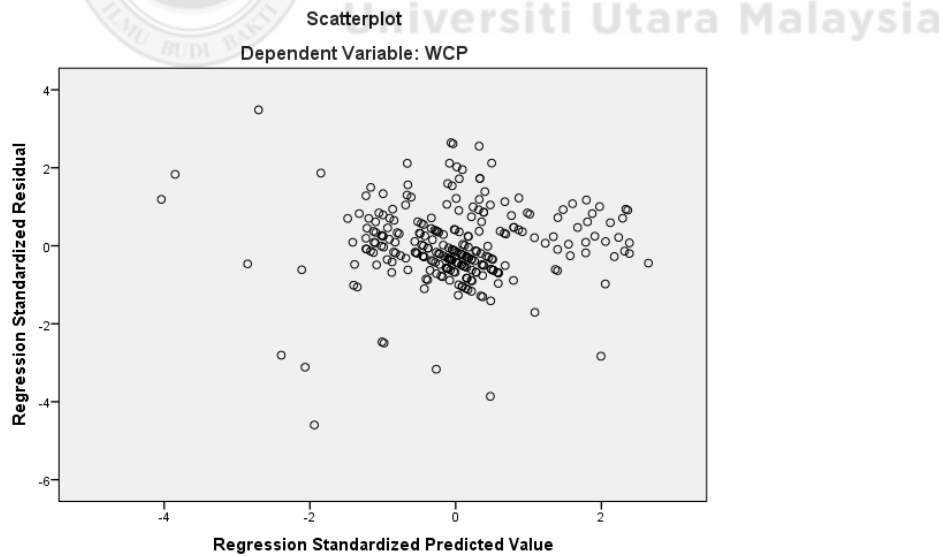


Figure A.8
The Scatterplot of the model



SURVEY QUESTIONNAIRE:

EXAMINING WOMEN'S CAREER PROGRESSION BARRIERS

Dear Sir/Madam/Dr./Prof.,

This survey aims to examine women's career progression barriers at workplace, particularly at higher education institutions. The information obtained from this survey is very important for the researcher to meet the objective of the study in fulfilling the requirement for Master Degree in Human Resources Management at Universiti Utara Malaysia.

This survey questionnaire consists of following sections:

Respondents Profile

Section A: Gender stereotype

Section B: Work-family conflict

Section C: Social cultural beliefs

Section D: Individual characteristics

Section E: Organizational support

Section F: Women's career progression barriers

Kindly answer all the questions. This questionnaire will take about 5 to 10 minutes to complete. All information will be treated with strict confidence and your responses will only be analyzed in aggregate forms.

Your kind participation in this study is highly valued and appreciated. Should you have any enquiries regarding this study, please do not hesitate to contact Tasnuva Alam at tasnuva.alam15@gmail.com.

Yours Sincerely,

Tasnuva Alam Master student in HRM School of Business Management Universiti Utara Malaysia	Supervisor Dr. Zuraida Binti Hassan Senior Lecturer School of Business Management Universiti Utara Malaysia
--	---

Respondents Profile

Academic college		
	College 1	[]
	College 2	[]
	College 3	[]
Position occupied		
	Technical and support	[]
	Administration	[]
	Managerial	[]
	Academic	[]
Job Level		
	Beginning	[]
	Mid-level	[]
	Top-level	[]
Education Level		
	Diploma	[]
	Bachelor	[]
	Master	[]
	Doctorate	[]
Year of experience		
	Less than 5	[]
	6-10 years	[]
	11-15 years	[]
	16-20 years	[]
	Above 21 years	[]
Age		
	18-27 years	[]
	28-37 years	[]
	38-47 years	[]
	More than 48	[]
Ethnicity		
	Non-Bumiputra	[]
	Bumiputra	[]
Marital Status		
	Single	[]
	Married	[]
Mother of child		
	Yes	[]
	No	[]
Number of children		
	No child	[]
	1 child	[]
	2-3 child	[]
	More than 3 child	[]

SECTION A: GENDER STEREOTYPE							
9. Please indicate the extent to which you agree with the five point statements.							
Strongly disagree [1]	Disagree [2]	Neutral [3]	Agree [4]	Strongly Agree [5]			
			1	2	3	4	5
A	Women's ideas are seriously listened to and implemented in the organization.						
B	Women are considered care givers and home makers and men as bread winners and leaders.						
C	Attributes such as achievement, orientation, forcefulness and strength in decision making are commonly ascribed to men.						
D	Men perceive women as weaker counterpart.						
E	Men still assume the most authoritative and influential roles in organizations.						
SECTION B: WORK-FAMILY CONFLICT							
10. Please indicate the extent that you agree with the five factor statements.							
Strongly disagree [1]	Disagree [2]	Neutral [3]	Agree [4]	Strongly Agree [5]			
			1	2	3	4	5
A	Husbands do not support their spouse's careers.						
B	Women of child bearing ages tend to be by passed for promotion and other opportunities.						
C	Many women leave organizations to spend more time with their families.						
D	Breaks in employment such as maternity leave/ caring for dependents slow down women career progression.						
E	Lack of support from family and friends impede women career progress.						
SECTION C: SOCIAL CULTURAL BELIEFS							
11. Please indicate the extent that you agree with the five factor statements.							
Strongly disagree [1]	Disagree [2]	Neutral [3]	Agree [4]	Strongly Agree [5]			
			1	2	3	4	5
A	Cultural beliefs are hostile to women career advancement.						
B	Men do not like sharing authority with women.						
C	Traditional attitude of women as weaker sex has an effect on their career progress.						
D	As a woman I feel discriminated because of my sex.						
E	It violates societal norms for a woman to work outside the home.						
SECTION D: INDIVIDUAL CHARACTERISTICS							
12. Please indicate the extent that you agree with the five factor statements.							

Strongly disagree [1]	Disagree [2]	Neutral [3]	Agree [4]	Strongly Agree [5]			
			1	2	3	4	5
A	Women lack education required for holding leadership positions.						
B	Women lack professional confidence and have low self-esteem.						
C	Women do not favorably compete with men for senior positions.						
D	Women felt their traits as weak and passive.						
E	Women are less equipped in skills or temperament to handle the arduous role of a senior manager.						

SECTION E: ORGANIZATIONAL SUPPORT

13. Please indicate the extent that you agree with the five factor statements.

Strongly disagree [1]	Disagree [2]	Neutral [3]	Agree [4]	Strongly Agree [5]			
			1	2	3	4	5
A	Women receive fewer opportunities for professional development at work.						
B	Organizations lack policies to support women career progression.						
C	It is not easy for women to establish informal networks.						
D	Lack of understanding among employers of the value of gender diversity at senior levels impedes women career progress.						
E	Employers lack commitment to creating an environment in which female executives excel.						

SECTION F: WOMEN'S CAREER PROGRESSION BARRIERS

13. Please indicate the extent that you agree with the five factor statements.

Strongly disagree [1]	Disagree [2]	Neutral [3]	Agree [4]	Strongly Agree [5]			
			1	2	3	4	5
A	Women who have progressed in their career have the relevant work experience.						
B	Most women in senior positions have advanced their education levels and have appropriate training.						
C	Most women in senior positions change their institutions.						
D	Women who progress have high aspirations and career goals.						
E	Women who progress demonstrate competency on the job producing high quality work.						
F	Women who progress have high interpersonal / people skills.						
G	Women who progress is committed/dedicated/perseverance.						
H	Women who progress are given opportunity and support						

	from the company.					
I	Women who progress are hard working.					
J	Most women who progress have self- confidence.					



UUM
 Universiti Utara Malaysia