BARRIERS IN CAREER PROGRESSION OF WORKING WOMEN AT HIGHER SECONDARY LEVEL

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Abstract

This purpose of this study was to identify the barriers in career progression of working women at higher secondary level. The descriptive survey research method was used to carry out the study. The quantitative research approach was adopted for which a questionnaire was administered on the subjects of study to collect data from working women comprising of the items to check the challenges in career progression of working women. Total 300 teachers were selected as a sample. The collected data were analyzed while using the descriptive and inferential statistics. The results revealed that the organizational, cultural and individual barriers outbreak has a significant effect on career progression of working women. Therefore, it is recommended that the barriers should be lessened so that the women could progress at ease.

Keywords ; progression, career, working women, barriers, cultural & organizational.

Background Information

Women play an enthusiastic role in the development of a country in all aspects. Women are trying to present themselves as a leader in administration, education, entrepreneurship, health, etc. at national and global levels also. Many organizations are experiencing an important change in the gender balance because an increasing number of women want to have top managerial positions (Ryan, Haslam, Postmes 2007; Erhardt, Werbel, Shrader 2003).

The quality as well as the quantity of work force are the foundation of every country's success and economic growth. In the twentieth century, it has been observed that women's employment has received a lot of attention, which has disintegrated conventional limits while engaging as professionals in numerous professions. However, their economic permission and sovereignty do not appear to exclude any professional or family dissent.(Memon, 2020).

When they are completely represented in national and regional parliaments and are entitled to an unimpeded adult franchise, women may be assumed to have achieved political empowerment (Sabir, 2015)When they have the right to make decisions about their private

problems, women can be considered to be personally motivated (Sabir, 2015). Women face global obstacles when attempting to engage in political action. The deprivation experienced by women who want to engage in politics is the conventional notion that women are poor, need male help, and are therefore unsuitable for the demands of political work "(Latif et al, 2015)". Furthermore, as well as the oppressive economic climate, social and cultural norms make women tend to be inferior people. It stops them from engaging in politics (Naz, et al., 2012)". All efforts to change society would be futile if women were not encouraged and not properly represented "(Naz & Ahmad, 2012)".

The key obstacles in women's leadership roles are Cultural Barriers, Organizational Barriers, Social Barriers, and Family Barriers. Organizational barriers are characterized to be complex progression that can be interpreted by a company to, be, or does "(Bagilhole et al., 2007)". Acker (1990) observed that through marginalizing women, maleness encompasses managerial structures and creates sexual characteristics discrimination. In result consequence of sex misapprehension, it brings the assumption to be females may not stand successful "leaders" because of deficient characteristics of male leadership and can lead to fewer opportunities for women to be pro Gender is one of the guiding concepts of Pakistani society. Though Pakistan has a sizable labour force (Sabir, 2015), it is a customary and male-oriented society in which the head of the family, who is responsible and also the head of the family, took and approved several decisions (education, occupation selection, mate selection, and many others) about their women's of family, whereas these women were confined to home and were responsible of domestic or unpaid work.

Women in Pakistan are often socially and educationally deprived (Literacy rate for men was 70 percent and that for women was 49 percent), muted to higher roles in the organization. Furthermore, female university instructors made up 7686 of the total of 23542 teachers (Government of Pakistan Statistics Division, 2016). According to an academic survey done by the International Labor Firm (ILO, 2015), women make up 3% of executive positions in any organization in Pakistan. As a result, Pakistan was placed 108th out of 108 nations in this category. Typically, such opposition (work-family conflict and organizational culture) leads to stifling women's advancement to upper-level organizational roles (Amery, Bates et al. 2015) & (Naqvi, 2016)

Family work barriers are also the most common reasons for low representation of top management, lower salaries, and fewer career opportunities than men (Husu, Hearn, Lamsa, Vanhala 2011). According to the research, family responsibilities can also result in women being discouraged from obtaining promotions but also from leaving their positions permanently (Elmuti, Jia, Davis 2009).

Lack of mentors is another barrier for women in their leadership roles. It has been examined that female leaders and other minorities receive less mentoring than their male counterparts. while gender might not force the effectiveness of mentoring, in-group favoritism, where white males mostly mentor another white male, and few the male leaders

do impact women's chances of getting mentoring (McDonald and Westphal, 2013; Linehand and Walsh, 2001).

Sexual Harassment has been described as one of the most severe issues for women. Recent studies in Pakistan, have found that women doing paid work to meet their economic needs, have faced a bad and discriminated working environment, have been sexually harassed by labor and domestic responsibilities with unequal earnings (Khan, 2007).

Socialization and gender discriminatory behaviors are also indirect in incorrect "facts" about women's leadership skills. Women are presented as not being aggressive enough, with less self-confidence required for the job, and not being serious enough about their careers to raise the community hierarchy. By developing structured and leveraging informal relationships to achieve leadership dimensions and senior roles for women in advancing careers, the socialization theory centered on the key pillar (Combs, 2003).

Cultural barriers also bring the women back into their leadership roles. Traditional principles apply to means or else principles deemed suitable by the culture of group" "(Snaebjornsson & Edvardsson, 2013)". Though values remains recognized to be foremost obstacle to restraining the sum of females in management "(Shah & Hoffstetter, 2010)", not much attention has been paid to its effect on the way they lead (Greig, Hausmann, Tyson, & Zahidi, 2007).

Women working in various organizations see societal barriers as the most significant impediment to their job progress. Females are required to balance work and family life more than men, and their societal position as caregivers is always judged more significant than their professional standing; culture normally burdens them to prioritise family above career, something males are not expected to do. It is also believed that as women get more involved in the labour sector, the majority of them quit their employment to remain at home with their children, and when they marry, organisations perceive them as a transient workforce with no long-term plans for them. However, given the existing trend, we will not be able to achieve long-term growth until we make our policies more inclusive of female personnel (Memon, 2020). The objective to conduct this research was; to explore that the educational institutes (Organizational Barriers) of working women impacted in career progression.

The dependent variables for this study are Individual; organizational and career barriers whereas the independent variable is career progression of the women.

Figure 1   Conceptual Framework

Literature Review

When it came for women to attain higher rank in their career they have to face a lot of barrier and male as compare to the women they attain it with ease. In 1997, Hopkins defined the
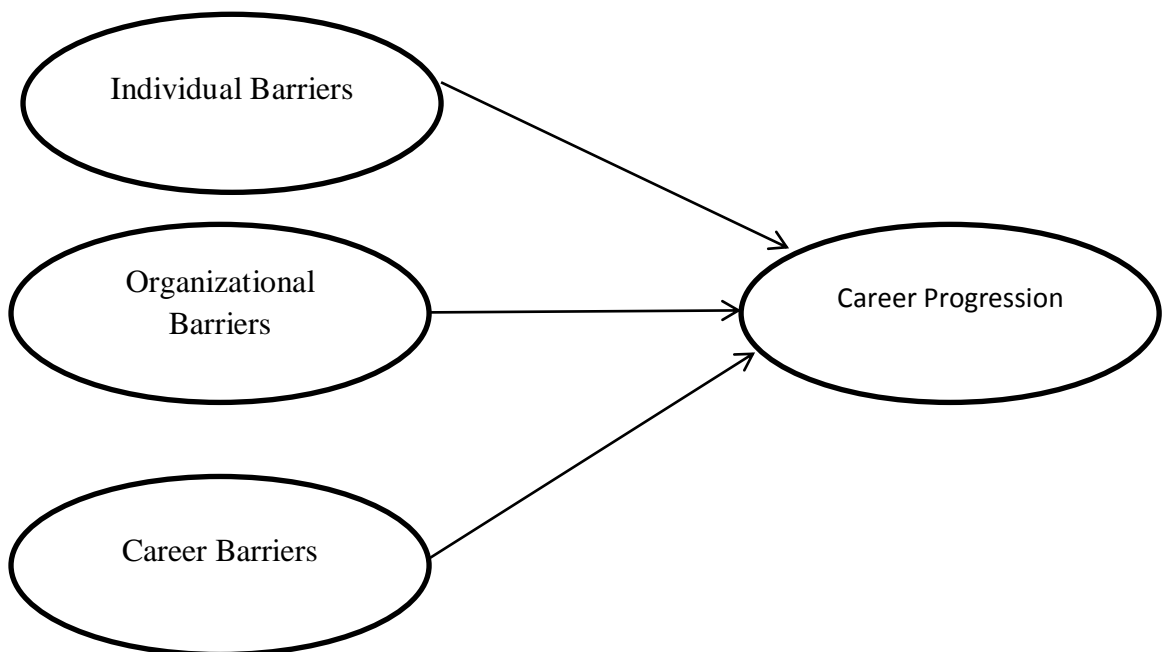

barriers as paradox that became the reason for making progress in their career. Furthermore in 2006 Anderson and MacMahon documented these barriers as gender biasness, department or organization policies that affect the career of women and also the parenting and family life can also affect their career (Memmon, 2020). In European Country they said they are giving gender equality but the fact is that on senior academic position of universities they are still under-representation. And the same type of issue found in countries like Canada, New Zealand, Australia, Africa and Asia (Dr. Saeeda Shah et al., 2020).

In some parts of Asian countries i.e., South Asia women are facing the same issue of under-representation in institutes of higher education. Statistics revealed that in India female academics in universities is less than 40%. And the number of Muslim women also observed fewer in Indian academics. Chanana in 2012 from India reported that the higher education of Indian women is higher as compared to Indian males but their numbers are fewer in higher ranks of educational management. By indicating that may be due to religion and socio-cultural of India (Dr. Saeeda Shah et al., 2020).

Another south Asian country Bangladesh is facing the same issue. By a survey in different universities of Bangladesh indicates that female academicians in Bangladesh are less than 5% from 2010 to 2012. In 2013 Grove showed that women are ignored in higher ranks of academics of universities. The reason he elaborated that they are unable to make a good decision because they played multiple roles in their personal life as well e.g., as a mother, as caretaker of their family. Therefore they are unable to make a good decision (Dr. Saeeda Shah et al., 2020).

However, women's workforce support in Pakistan (13.4 percent in 1990; 24.5 percent in 2016), a significant Islamic state, has move couple with GDP, it stays a lot of lower than in different nations with similar profit (Fenwick). Pakistan ranked 143rd out of 144 countries in the World Economic Forum's Global Gender Gap Index for Gender Equality (Fenwick; Hausmann, Tyson, and Zahidi, 2008) just one situation in front of war-torn Yemen (positioned at 144th). Another new International Labor Organization study positioned Pakistan as the most reduced as far as the orientation wage hole (Burton-Jones and Spender, 2011). According to Pio and Syed in 2013, almost four out of each five Pakistani grown-up females don't work (Pio and Syed, 2013).

Figure 2 Factors Affecting Career Advancement
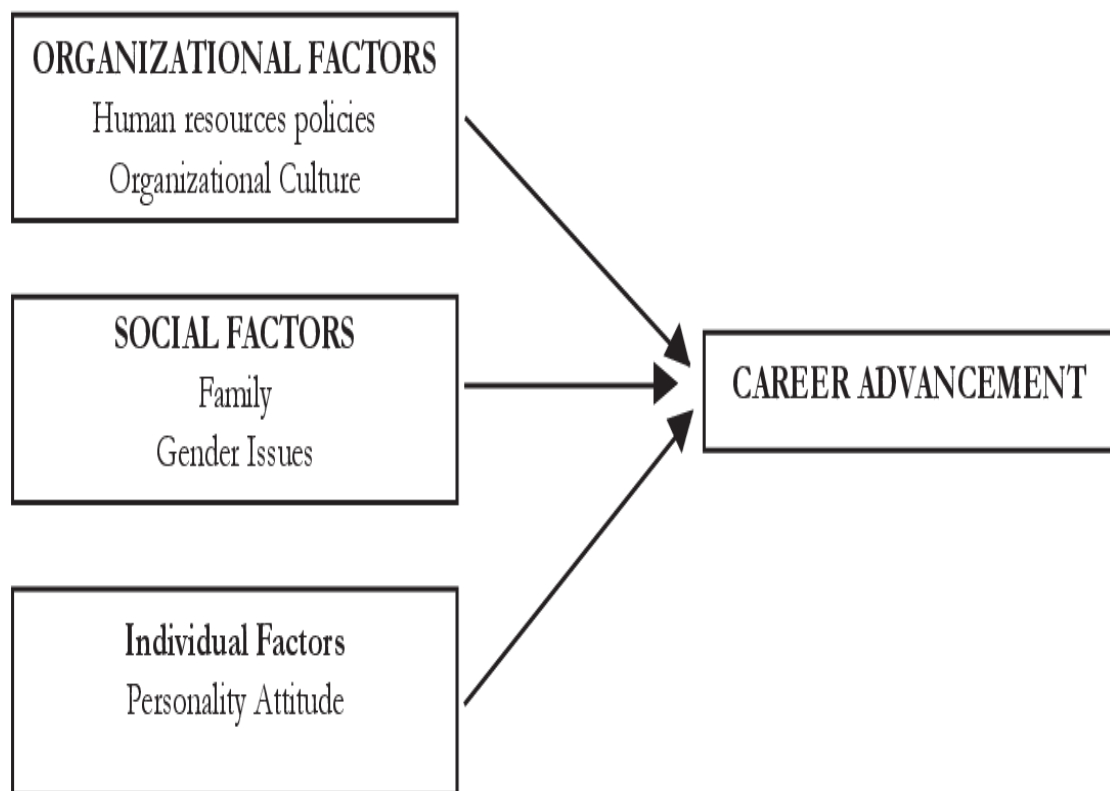
Pakistani women joins a higher education institute for their studies and after that they join it for their jobs. Although Pakistani women are the part of universities for a long time but

still they are under-represented in Pakistan's universities. In 2013, Ghaus showed that Pakistan women are facing social i.e., family related and organizational barrier in their Higher Education that is common in private sector universities. Women have to face socio and structural barrier to advance their academia career. Moreover in 2000 Luke indicate that institutional male power and unfair selection or recruitment leads to a barrier of their (women) growth in academia (Dr. Saeeda Shah et al., 2020) (Sarwar & Imran, 2019).

In 2006, Mary McMahon and Andersen attempted to chart the effects of age, gender differences, and family-work equilibrium decisions, departmental or organizational policies that affected the career of women faced by Asian women workers. Besides, lack of opportunities, insufficient home support, childcare, or family life could also impact the career development of women (Yousaf and Schmiede, 2017). Nor Hazana Abdullah, 2012, highlighted the importance of women's success as work and home coexistence of labor contributors, representing progress in organizational, social, and national economic growth.

In any case the misinterpretations about orientation direction and drive, accurate examinations show that men what's more, women tutors act similar when in same positions. It is furthermore found that while men showed being more assignment arranged and self-definitive in their present situation, women were more social, sacrificial and stressed over others, perceiving women being individual situated over task-arranged verification sponsorships women being more group, accommodating, or popularity based in power style when diverged from men, who embrace a more arrange, serious style.

Methodology

"The descriptive survey research method was used to carry out the study (Best & Kahn, 1998). Gay (1976) stated that descriptive research is concerned with conditions that exist, practices that prevail, beliefs and attitudes that are held, ongoing processes, and trends that are developing". Co-relational research design is used and to analyze if there any relationship exit, As well as to define a regression equation that can be used to provide prediction for a population.

The population for this study was working women of government schools in district Lahore. The working women were included girls' schools. "The random sampling technique was used to collect the data from the government higher secondary schools. There are 180 female Higher secondary schools in district Lahore. The sample of this study included 50 girl's schools of district Lahore to collect data from female working women".

The researcher used a 5-point ratio scale to get the appropriate response: (1= I don't know, 2= Not at all, 3= A little, 4= to some extent, 5= to large extent).

Correlations

		CP(DV)	OB	IB
CP-DV	"Pearson Correlation	1	.599[**]	.392[**]

	Sig. (1-tailed)		.000	.000
	N	107	107	107
OB	Pearson Correlation	.599**	1	.372**
	Sig. (1-tailed)	.000		.000
	N	107	107	107
IB,	Pearson Correlation	.392**	.372**	1
	Sig. (1-tailed)	.000	.000	
	N"	107	107	107

"** Correlation is significant at the 0.01 level (1-tailed)".

In this table where two same variables are compared in SPSS, the value of correlation coefficient is represented with 1. It is because it shows that there is a perfect positive correlation between the variables. In each cell we calculate the correlation coefficient value, p-value for two tailed test of significance and sample size.

In the above table it has been observe that the coefficient of correlation between OB and CP which is less than 0.05, "so this show that there is a positive relationship between these two variables. The coefficient of correlation" for IB& CB with CP is positive and P-value is 0.00 which is less than 0.05 in the significance of two tailed which shows positive relationship between these variables.

Barriers outbreak has significant effect on Career Progression.

Multiple regression models are applied to predict the outcome of IVS on DV. According to(hair et al,2006) appropriate analysis in case when in research hypotheses there is one independent variable and two or three independent variables contribute the study and conducted linear regression.

Model	B	T	p	VIF
(Constant)	0.953	3.259	0.002	
OB	0.249	6.377	0.000	3.121
IB	0.209	2.382	0.000	3.121
CB	0.250	2.679	0.000	3.121
Adj. R Square = 0.589 **Durbin Watson** = 2.274			**Sig = 0.000** **F- Statistics** = 33.467	

Table indicates that the model of regression defines the outcome variable significantly accepted by 0.000 value. This 0.000 value of sig represents the mean of (OB,IB,CB) is not equal to mean of CP.

Regression constant, coefficient and their significance is mentioned in the above table. Ordinary least square (OLS) equation can be constructing by using regression constant and coefficient constant as well as the hypothesis of independent variable can also be tested.

The study has following regression model.

$$CP = \mu + OB + IB + CP + e$$

Following is the OLS equation use for predicting turnover intention:

$$CP = (0.953) + (0.249)\ (OB) + (0.209)\ (IB) + (0.250)(CB)$$

The stats value from the above table indicates that outcomes of (H1) OB, IB & CB with CP have significant impact. If there is one unit increase in OB,IB, & CB there will be one unit increase in CP which shows direct impact between them. Coefficient of Multiple Co-linearity represents the value of VIF. If the value of VIF is less than 10 it is generally consider being a good valve. The value of VIF in the table above shows that all the variables are less than 10 which specifies that if any change occurs in one variable there would be no affects in other variables.

Hypothesis Assessment Summary

Hypothesis	Results
H1a: Organizational Barriers outbreak has significant effect on Career Progression.	Supported
H1b: Individual Barriers outbreak has significant effect on Career Progression.	Supported
H1c: Career Barriers outbreak has significant effect on Career Progression.	Supported
H2: Barriers outbreak has significant effect on Career Progression.	Supported

Conclusion, discussion and suggestions

There are different impacts and relations of variables but all of the hypotheses considered are significant and are accepted. Moreover, according to the previous research findings, overcoming the organizational barrier and individual barrier are the root cause of career progression (Dr. Saeeda Shah et al., 2020) studies support these finding. Hence, the findings also interprets that career barriers (Rosser, 2003; Umbach, 2006, 2014; Gray, 2011b) and individual barriers has influence in the prediction of career success teachers with more career barriers, are more likely to become embedded in their educational institutes . These individuals are plausibly having more links with others teachers (Baloch& Nisa, 2019). These findings are consistent with prior research conducted in the United States (Hoeritz, 2013) and Italy (Di Fabio et al., 2013),which documented positive relationships. Additionally, it

suggests that individuals having strong career progression and a stronger sense of handing individual barriers would enjoy greater career progression (Batool & Sajid, 2013).

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