



Perceived Organizational Barriers of Female Education Administrators About Their Career Progression in Turkish Republic of Northern Cyprus

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Research Article

Received: 18.12.2020

Revised: 6.1.2021

Accepted: 6.1.2021

ABSTRACT

This study investigates the perceived organizational barriers on women career progression in the Turkish Republic of Northern Cyprus (TRNC). A descriptive survey was carried out to examine the barriers that females face in educational organizations when trying to empower their careers. The sample of the study was composed of 21 women who were selected randomly. The data were collected using quantitative research methodology. Descriptive statistics and analysis of variance were used to explain the results. The results revealed that the female education administrator's career advancement was not affected by biological make up of female in family life % 57.14 (N=12) and female education administrators perceived their career progression to be not affected by male dominated hierarchies in the workplace %71.43 (N=15). In addition, the biological make up of women was not a block from any promotions when they moved up to senior positions in the workplace %76.19 (N= 16). However, the results revealed that female education administrators faced career barriers during their career advancement % 76.19 (N=16). The results revealed that female education administrators overcame challenges in their career progression while they persisted in gender equality, empathy, patience, responsible decision making, collaboration and corporation with men and seeking legal right in the workplace. In addition, the participants stated that there was no prejudice about female biological make up against female career progressions in the educational organizational settings of TRNC %66.67 (N=14). However, female education administrators are in need of organizational support in the same context. They should confront the challenge and responsibility of identifying work-life balance requirements, which should provide equal opportunities with male education administrators.

Keywords: Gender equality, career barriers, female, education administrator

Kuzey Kıbrıs Türk Cumhuriyeti'nde Kadın Eğitim Yöneticilerinin Kariyer İlerlemeleri Konusunda Örgütsel Engel Algıları

Öz

Yapılan araştırmanın amacı, Kuzey Kıbrıs Türk Cumhuriyeti (KKTC) eğitim kurumlarında görev yapmakta olan kadın yöneticilerin toplumsal cinsiyet eşitliğine göre kadın rollerinin kariyerlerini etkileyip etkilemediğine ilişkin görüşlerinin belirlenmesi ve olası kariyer engelleri ile baş edebilme stratejilerine ilişkin algılarının incelenmesini amaçlamaktadır. Nitel araştırma deseni kullanılan bu çalışmada katılımcılar ile yapılandırılmış odak grup görüşmesi yapılmıştır. Bu çalışmada seçilen örneklem rastgele örnekleme modeli ile seçilmiştir. Çalışma kapsamında, Lefkoşa ilçe sınırı içerisindeki toplam 21 kadın eğitimci ile görüşülmüştür. Bu çalışmada, katılımcıların % 57.14 'ü (N=12) aile içindeki kadın rolünün kariyerini etkilemediğini belirtmiştir. Bununla birlikte, katılımcılar kariyer gelişimlerinin makam sıralaması üzerindeki erkek egemen yapılanmanın kariyer gelişimi üzerinde bir etkisi olmadığını %71.43 (N=15) ve üst makamlara atanmalarında bir engel teşkil etmediğini %76.19 (N= 16) belirtmişlerdir. Buna karşın, katılımcılar, kariyer gelişimleri sürecinde karşılaştıkları kariyer engelleri ile cinsiyet eşitliği yaklaşımı, empati, sabır, akılcı kararlar, karşı cinsleri ile birlik ve beraberlik, haklarının farkında tavır ile baş edebilmişlerdir. Sonuç olarak katılımcılar, genel olarak kadın rolüne karşı bir ön yargı olduğundan fakat Kuzey Kıbrıs Türk Cumhuriyetinde kadına karşı bir ön yargı olmadığını belirtmişlerdir %66.67 (N=14).

Anahtar kelimeler: Birinci kelime, ikinci kelime, üçüncü kelime.

Debeş, G., Tatar, A. & Abalar, M. (2021). Perceived organizational barriers of female education administrators about their career progression in Turkish republic of Northern Cyprus. *Bartın University Journal of Faculty of Education*, 10(1), 187-198. <https://doi.org/10.1016/buefad.843133>

1 | INTRODUCTION

Over the twenty years, gender equality has started to become part of mainstream non-government organizations and academia therefore many researchers into gender equality continue to draw from the knowledge of career barriers of female and in the processes of its power within the organization level. Due to the strong presence of gender equality, it has been given attention at research level. General hypothesis about gender equality has been quoted that female face multiple barriers and gender-based discrimination in the work-life balance.

However, in the manifesto of United Nations (UN) women and men must share equal rights, responsibilities, and opportunities across all development areas (UN, 2019). In doing so, the structural causes of gender equality are crucial to accelerate the 2030 Agenda for Sustainable Development Goals (SDGs). The Goal of SDG 5 (five) aims to build on these achievements to ensure that there is an end to discrimination and inequality against women and girls everywhere. It builds on the important work of eight distinct parts of UN system, which focused exclusively on gender equality and women's empowerment (See table 1).

Table 1. Sustainable Development Goals of Gender Equality

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- 5.1 End all forms of discrimination against all women and girls everywhere
 - 5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
 - 5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation
 - 5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate
 - 5.5 Ensure women's full and e active participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public life
 - 5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programmed of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences
 - 5.a Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, services, inheritance and natural resources, in accordance with national laws
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Source: UNDP, 2030 Sustainable Development Goals

The United Nations has made significant progress in advancing gender equality, through landmark agreements such as the Beijing Declaration and Platform for Action and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). Over many decades, the United Nations (UN) has focused a universal roadmap to address the gender equality, including by legal, social, and economic barriers to women's empowerment. Ending all forms of gender inequality against women and girls is not only a basic human right, but it also has a multiple effect across all other development areas such as education, economic decision-making and political power, and women's economic independence and equal earning potential against to men. It is not only education that the remaining gender gap in employment but also gender inequalities are socially constructed.

We have already known that women empowerment has been always limited by the barriers that usually involving the gender gaps however work is the best way to empower women economically and socially. Women are faced challenges to participate in labor market less likely than men as well as their access to quality employment opportunities which remains restricts towards to labor force participation rate by gender gap.

According to International Labor Organization (ILO), the reality of the situation is in stark contrast to women’s and men’s wishes regarding women’s employment. In 2018, only 45.3 per cent of women had a job, resulting in a gap of almost 25 percentage points between the desired and the actual employment rate for women (See Figure 1).

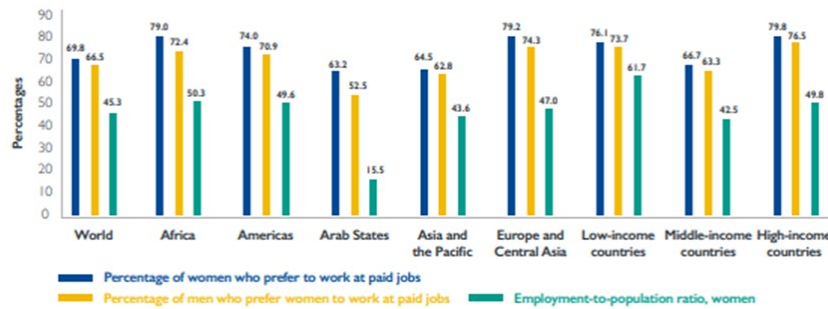


Figure 1. Preference of women to work at paid jobs and employment-to population ratio

In 2018, 1.3 billion women were in employment compared to 2.0 billion men, which means that there were still over 700 million fewer women in employment than men. In other words, women were still 26.0 percentage points less likely to be employed than men. Over the past 27 years, the gender employment gap has shrunk by less than 2 percentage points (See figures 2a and 2b).

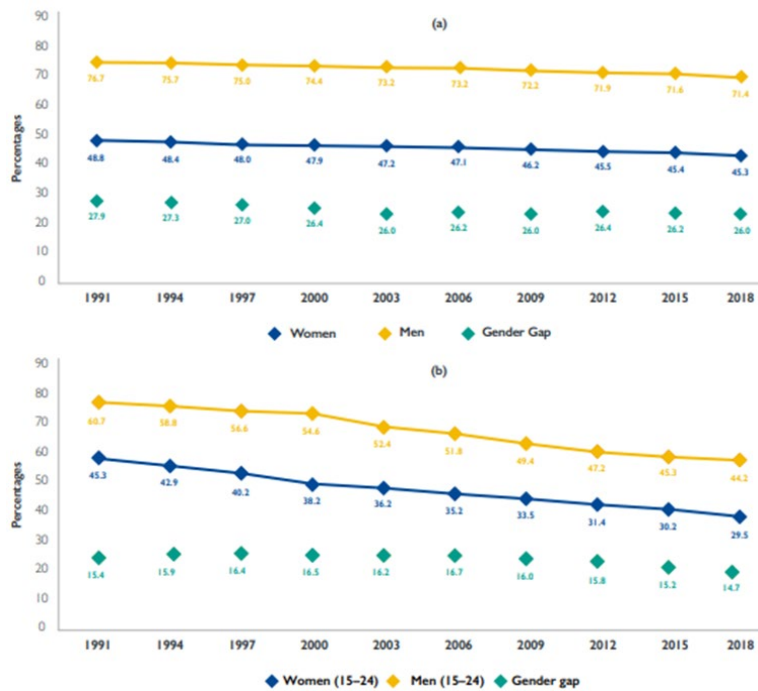


Figure 2. Gender employment rates according to the years

Over the current years, European Commission (EU) has made sustained efforts to put in place measures that equality between female and men in EU stated that employment rates in the EU. To deal with 2019 the report of EU, women remain at about 11.5 pp. lower than that of men. Women’s average is about 16 % lower than that of men. Women rarely reach the highest management positions, with only 6.3 % of CEO positions in major publicly listed companies in the EU being held by women. The Annual Employment Performance Report is accessible at <https://www.consilium.europa.eu/register/en/content/int?lang=EN&typ=ADV>.

To establish clear life roles for both men and women to engage equally in work-life balance, caring responsibilities for promoting gender equality in work-life balance which should be adequately share with equally. In addressing women's underrepresentation in the labor market, working women faced the work-life balance challenges lead to them sharing of domestic and caregiving work more than men. Gender equality remains restricts how gender gap may be translated into practice in assessing women's perceived career barriers. It describes social and economic perspective that is useful in considering the construct of perceived barriers, in particular for in the workplace, and summarizes factors, such as gender, have a great influence on a female's career construction because female face multiple barriers and gender-based discrimination in the work place (Jackson,2001; Wentling,2006).

Research indicates that gender diversity leads to men being promoted faster than women even in organizations in which gender inequality and culture and dissatisfaction with promotions negatively influence women's overall career advancement (Linehan & Schein,2006). The ILO's statistics (2019) revealed that women are promoted more slowly and less often than their male counterparts (See Figure 3).

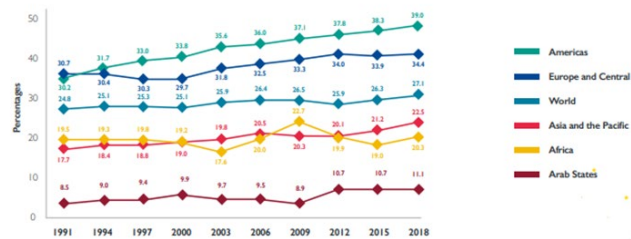


Figure 3. Women in managerial positions by region (ILO, 2019)

The limited advancement of female serves as a reminder that women are less committed and less competent than their male counterparts due to the biological make up of women. Thus, the study established that women in middle and senior positions in the schools were in support of the presidential affirmative policy to appoint more women in the educational settings through affirmative action would expose more female managers to leadership roles and thus provide models and mentors for the young career women.

The 2030 Declaration of UN has committed to ensure Sustainable Development Goal 5 - gender equality and empowerment of women, by adequate policies and programs, to ensure that women equally participate in development over the world. Thus, it is important to examine perceived organizational barriers on women career progression in TRNC. Therefore, a descriptive survey was carried out to examine the barriers that female face in educational organizations when trying to empower their careers.

The study quotes on hypothesis on career barriers of female educational chairs due to female biological make up are the most significant impediment of their career advancement. The main research question of the study is "What are the perceived organizational barriers of female education administrators about their career progression in Turkish Republic of Northern Cyprus?". Based on this main research question the study explored the following sub-research questions:

- Does the female biological make up in family life;
- influence female career progression?
- influence female's work-life balance?
- have set backs from any promotions while moving up the senior position in the workplace?
- Do female education administrators;

face with obstacles during their career advancement due to the biological make up of women in the workplace?

have difficulties in the context from unfair situation due to the biological make up of women in the workplace?

Do female education administrators;

face with a carrier barrier in the context from their female fellow's bullying?

share equal opportunities with male education administrators to rise to senior level positions?

perceive their career progression to be negatively affected by male dominated hierarchies in the workplace?

4. Does the male dominated hierarchy affect female's career progression in the workplace?
5. How do education administrators overcome challenges in their career progression?
6. Is there any prejudice about whether the biological make up of women has an influence on female career progression in the workplace?

2 | METHOD

DATA COLLECTION

A descriptive survey was carried out to examine the barriers that females face in educational organizations when trying to empower their careers. The sample of the study was composed of 21 females in middle and senior level. The participants were randomly selected. The data were collected using a quantitative research design. Through the in-depth interviews, with the participants, female education administrators, following major reasons were uncovered as the barriers for their career progression.

The sample of the study were composed 21 females in middle and senior level. The participants were selected randomly. The data were collected using quantitative research model. Descriptive statistics and analysis of variance were used to explain the results. The participants of the study comprised 21 female school principals at primary and middle school in TRNC in 2020-2021 school year. In terms of work experience, 7 participants had less than 24 years and 14 participants were more than 24 years of work experience. In terms of educational status, the participants were composed of % 14.3 (N=3) school principals, % 4.8 (N=1) vice school principals %71.4 (N=15) teachers, % 4.8 (N=1) and section chairs % 4.8 (N=1).

3 | FINDINGS

The research question 1.a was concerned with whether the biological make up of women in family life has an influence on female career progression? According to the results, 57.14% (N=12) of participants stated that their career advancement was not affected by their biological make up of them in family life; however, 42.86% (N=9) of the participants stated that their career advancement was affected by the biological make up of them in family life (See table 1).

Table 1. Does the Biological Make Up Of Women in Family Life Have an Influence on Female Career Progression?

Participant	Answer	F	%
p1, p2,p3, p4, p5, p6, p9, p11, p12, p13, p14, p18	Does	12	%57.14
p7,p8, p10,p15, p16, p17, p19,p20, p21	Does not	9	%42.86

The research question 1.b was concerned with whether the biological make up of women had an influence on female's work-life balance? The results revealed that the biological make up of women did not have an influence on the work-life balance of 66.66% (N= 16) of the female educational chairs. However, 23.80% (N= 5) of the participants claimed that the biological make up of women had an influence on their work-life balance (See table 2).

Table 2. Does the biological make up of women have an influence on female's work-life balance?

Participant	Answer	F	%
P1, P4, P6, P8, P10	Does not	5	%23.80
P2, P3, P5, P7, P9, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20,21	Does	16	%66.66

Research question 1.c was concerned with whether the biological make up of women were blocked from any promotions while moving up the senior position in the workplace? The results revealed that the biological make up of 76.19% (N= 16) of the participants was not blocked from any promotions while females moved up to senior positions in the workplace. However, 23.81% (N= 5) of the participants stated that the biological make up of women was blocked from any promotions while female moved up to senior positions in the workplace (See table 3).

Table 3. Is the biological make up of women blocked from any promotions while moving up the senior position in the workplace?

Participants	Answer	F	%
P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P15, P16, P17, P18, P21	No	16	76.19
P12, P13, P14, P19, P20	Yes	5	23.81

Research question 2.a was about whether female education administrators faced with obstacles during their career advancement due to the biological make up of women in the workplace. The results revealed that 61.90% (N=13) of female education administrators did not face with obstacles during their career advancement due to the biological make up of women in the workplace. However, 38.10% (N=38.10) of the participants claimed that they were faced with obstacles during their career advancement due to the biological make up in the workplace (See table 4).

Table 4. Do female education administrators face with obstacles during their career advancement due to the biological make up women in the workplace?

Participants	Answer	F	%
P1, P2, P3, P4, P5, P9, P10, P11, P13, P15, P17, P18, P19	Do not	13	61.90
P6, P7, P8, P12, P14, P16, P20, P21	Do	8	38.10

The research question 2.b was concerned about whether female education administrators faced with obstacles in the context from unfair situation due to the biological make up of women in the workplace. According to results, 47.62% (N=10) of the female education administrators did not face with obstacles in the context from unfair situation due to the biological make up of female in the workplace. However, 42.86% (N=9) of female education administrators were faced with challenges and obstacles in the context from unfair situation due to the biological make up in the workplace (See table 5).

Table 5. Do female education administrators face with obstacles in the context from unfair situation due to the biological make up of women in the workplace?

Participants	Answer	F	%
P1, P2, P3, P5, P6, P10, P11, P13, P15, P17	Do not	10	47.62
P8, P9, P12, P14, P16, P18, P19, P20, P21	Do	9	42.86
P4, P7	Non answered	2	9.53

On the other hand, research question 3.a was concerned with whether female education administrators face with a carrier barrier in the context from their female fellow's bullying. The results revealed that 61.90% (N=13) of female education administrators did not face with a carrier barrier in the context from their female fellow bullying. However, 38.10% (N=8) of female education administrators stated that they were faced with a carrier barrier in the context from their female fellow's bullying (See table 6).

Table 6. Do female education administrators face with a carrier barrier in the context from their female fellow's bullying?

Participants	Answer	F	%
P1, P2, P3, P4,P5, P6,9, P10,P11,P13,P17,P18, P19	Do not	13	61.90
P7, P8,P12,P14,P15,P16,P20,P21	Do	8	38.10

The research question 3.b was concerned with whether female education administrators share equal opportunities with men, who are university fellows of that female, to be promoted to a senior level positions in educational settings. Accordingly, %48.15 of female education chairs stated that they shared

equal opportunities with men who are university fellows of that female to rise senior level positions in educational settings (See table 7).

Table 7. Do female education administrators share equal opportunities with men who are university fellows of that female to rise senior level positions in educational settings?

Participants	Answer	F	%
P1, P6, P7, P8, P9, P10, P12, P14, P15, P16, P17, P18, P20	Teacher	13	46.43
P3, P12	Vice Manager	2	7.14
P8, P12, P17	Manager	3	10.71
P17	Controller	1	3.57
P11	Supervisor	1	3.57
P2, P4, P5, P8, P19	Other	5	17.86
P14	No job	1	3.57
P13, P21	No answer	2	7.14

The research question 3.c was concerned about whether female education administrators perceive their career progression to be affected by male dominated hierarchies in the workplace. The results stated that %71.43 (N=15) of female education administrators perceived that their career progression was not affected by male dominated hierarchies in the workplace. However, %28.57 (N=6) of the participants perceived their career progression was affected by male dominated hierarchies in the workplace (See table 8).

Table 8. Do female education administrators perceive their career progression to be affected by male dominated hierarchies in the workplace?

Participants	Answer	F	%
P1, P2, P3, P4, P5, P6, P9, P10, P13, P14, P15, P17, P19	Do not	15	71.43
P7, P8, P12, P16, P18, P20	Do	6	28.57

Research question 4 was concerned about whether the male dominated hierarchy affected female's career progression in the workplace. According to results, %76.19 (N=16) of the participants stated that the male dominated hierarchy to was not affected female's' career progression in the workplace. However, % 14.28 (N=3) of the participants claimed that that the male dominated hierarchy to was affected female's' career progression in the workplace (See table 9).

Table 9. Does the male dominated hierarchy affect female's career progression in the workplace?

Participants	Answer	F	%
P1, P2, P3, P4, P5, P9, P10, P11, P12, P13, P14, P16, P17, P18, P19	Does not	16	76.19
P6	Have not male supervisor	1	4.76
P8, P9, P20	Does	3	14.28
P7	No answer	1	4.76

Research Question 4 was concerned with whether female education administrators face with career barriers during their career advancement. The results revealed that %76.19 (N=16) of female education administrators face with career barriers during their career advancement. According to the relative statistic, female education administrators claimed that in male work environment, female education administrators often do not get the diversity of experience compared to male chairs, women are blocked from gender inequality with promotions negatively influence women's overall career advancement.

They also stated that the organizational structure impeded female executive's entry to advancement in the workplace. The structure includes gender inequality and cultural barriers working within organizations led to under representation of women at organizational level (See table 10).

Table 10. Do female education administrators face with career barriers during their career advancement?

Participants	Answer	F	%
P1, P11, P18	No	3	14.29
P3, P4, P6, P7, P8, P9, P10, P12, P13, P14, P15, P16, P17, P19, P20, P21	Yes	16	76.19
P2, P5	No Answer	2	9.52

Research question 5 was concerned about how female education administrators overcome challenges in their career progression. According to results, female education administrators overcame challenges in their career progression while they persisted in gender equality, empathy, patience, responsible decision making, collaboration and cooperation with men, sharing responsibilities with men, flexible working conditions, create common understanding, no effort being alone, time management and seeking legal right in the workplace (See table 11).

Table 11. How do female education administrators overcome challenges in their career progression?

Participants	Answer	F	%
P1	Persistence and effort	1	4.76
P3	Empathy	1	4.76
P4	Patience	1	4.76
P5	Responsible decision making	1	4.76
P6	Flexible working time	1	4.76
P7, P20	Gender equality	1	4.76
P8	Caring responsibilities	1	4.76
P9	Sharing responsibilities with men	1	4.76
P10, P13, P16, P21	Legal rights in the workplace	4	19.05
P12	Collaboration with men	1	4.76
P14	Cooperation with men	1	4.76
P17	Create common understanding	1	4.76
P18	No effort be alone	1	4.76
P19	Time management	1	4.76
P2, P11, P15	Non answered	3	14.28

The research question 6 concerns about whether there is any prejudice about female biological make up against of female career progression in the educational organizational settings of TRNC. According to results, 66.67% (N=14) of the participants stated that there was no prejudice about female biological make up against female career progression in the educational organizational settings of TRNC. However, 33.33% (N=7) of the participants claimed that there was prejudice about the biological make up against of female's career progression in the educational organizational settings of TRNC (See table 12).

Table 12. Is there any prejudice about the biological make up of female against of female career progression in the educational organizational settings of TRNC?

Participants	Answers	F	%
P1, P2, P3, P4, P5, P6, P9, P10, P11, P15, P16, P17, P18, P21	No	14	66.67
P7, P8, P12, P13, P14, P19, P20	Yes	7	33.33

4 | DISCUSSION & CONCLUSION

Within the educational organization, there are certain factors which serve to hamper female career progression. In 2018, 1.3 billion women were in employment compared to 2.0 billion men, which means that there were still over 700 million fewer women in employment than men. In other words, women were still 26.0 percent less likely to be employed than men. Thus, the limited advancement of female serves as a reminder that women are less committed and less competent than their male counterparts due to the

biological make up of women. In addressing women's underrepresentation in the labor market, women are promoted more slowly and less often than their male counterparts (ILO,2019), therefore, it can be claimed that gender equality remains restricts how gender gap may be translated into practice in assessing women's perceived career barriers. The study described educational executive perspectives that is useful in considering the construct of perceived barriers, particularly in the workplace, and summarizes the factors that negatively influence women's overall career advancement.

The 2030 Declaration of UN has committed to ensure Sustainable Development Goal 5 - 'gender equality' and empowerment of women, by adequate policies and programs, to ensure that women equally participate in development over the world. Thus, it is important to examine perceived organizational barriers of female education administrators on their career progression in TRNC to being referred to the agenda of 2030 Declaration of UN.

Through the in-dept. interviews, with the participants, female education administrators, following major reasons were uncovered as the barriers for their career progression. According to the study results, the female education administrators' career advancement was not affected by biological make up of female in family and female education administrators perceived their career progression to be not affected by male dominated hierarchies in the workplace. In addition, the biological make up of women did not block from any promotions while female moving up the senior positions in the workplace. However, the results revealed that female education administrators face with career barriers during their career advancement. According to results, female education administrators overcame challenges in their career progression while they persisted in gender equality, empathy, patience, responsible decision making, collaboration and corporation with men and seeking legal right in the workplace. In addition, the participants stated that there was no prejudice about female biological make up against of female career progressions in the educational organizational settings of TRNC.

However, female education administrators need organizational support in TRNC. They should confront the challenges and responsibilities of identifying work-life balance requirements which should provide adequate opportunities with male education administrators.

STATEMENTS OF PUBLICATION ETHICS

The study was approved by University of Mediterranean Karpasia, Northern Cyprus.

RESEARCHERS' CONTRIBUTION RATE

The corresponding author contributed to the %85 of the study.

CONFLICT OF INTEREST

There was no conflict of interest in the study.

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