

Systematic Review of Glass Ceiling Effect in Academia: The Case of Turkey

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Abstract

As women started to take an active role in business life, the problems faced by women in organizational life attracted the attention of researchers. The concept of glass ceiling effect, which is popular in recent years, has been studied in many business areas. This study was held with the aim of reviewing studies published between January 2000 and May 2019 in Turkey about glass ceiling effect perception of women working in academia and systematically reviewing data obtained from the studies. A total 168 publications were reached, and 3 of them were evaluated as part of the study according to inclusion criteria. Results were obtained by focusing on variables affecting ceiling glass effect perception, assessment tools used in studies and solutions suggested to break glass ceilings in academia. In general, it was found that very less known according glass ceiling effect perception in academia. Main findings show that main factors that are related to glass ceiling effect perception are opinion of women duties in family and business life, organisational policies, power distance and organisational factors that impede the rise of women in hierarchy. Systematic review of related studies has put forth scientific evidence on the importance of the problem. Since the academy is an area where women work intensively, the problem of ceiling glass effect perception of women working in academia should be studied in-depth

Keywords: Glass Ceiling Effect, Academia, Gender Inequality, Systematic Review

Akademide Cam Tavan Etkisinin Sistematik Olarak İncelenmesi: Türkiye Örneği

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Öz

Kadınlar iş hayatında aktif olarak rol almaya başladıkça, kadınların örgütsel yaşamda yaşadığı sorunlar araştırmacıların dikkatini çekmeye başladı. Son yıllarda popüler olan cam tavan etkisi kavramı birçok alanın çalışma konusu haline gelmiştir. Bu çalışma Türkiye’de Ocak 2000 - Mayıs 2019 tarihleri arasında akademide çalışan kadınların cam tavan etkisi algılarına ilişkin yayımları incelemek ve çalışmalardan elde edilen verileri sistematik olarak incelemek amacıyla yürütülmüştür. Toplam 168 yayına ulaşılmış ve bunlardan 3 tanesi çalışma kriterlerine göre çalışma kapsamında değerlendirmeye alınmıştır. Sonuç olarak cam tavan etkisi algısını etkileyen değişkenlere, çalışmalarda kullanılan değerlendirme araçlarına ve akademide cam tavanların kırılmasını öneren çözümlere odaklanan bulgular elde edilmiştir. Genel olarak akademide cam tavan etkisi algısı olarak çok az bilinmektedir. Temel bulgular, cam tavan etkisi algısına bağlı temel faktörlerin, kadınların aile ve iş yaşamındaki görevlerinin, örgüt politikalarının, güç mesafesinin ve hiyerarşideki kadınların yükselişini engelleyen örgütsel faktörlerin etkili olduğunu göstermiştir. İlgili çalışmaların sistematik olarak gözden geçirilmesi sorunun önemi hakkında bilimsel kanıtlar ortaya koymaktadır. Akademi, kadınların yoğun olarak çalıştığı bir alan olduğu için akademide çalışan kadınların cam tavan etkisi algısı derinlemesine incelenmelidir.

Anahtar Kelimeler: Cam Tavan Etkisi, Akademi, Toplumsal Cinsiyet Eşitliği, Sistematik derleme

Introduction

Women's employment is an important element of the development and economic levels of the countries. In recent years, female employment has been increasing and diversifying. For the last decades, women are actively employed in areas which were supposed before as only men employment areas. Female labour force participation rate increases day by day; despite that, the number of female employees in senior management levels is still very limited. The academic community in Turkey which seems like an area with less gender discrimination, supposed as an area where women can participate in the labour force at a similar level with men. However, when the relevant data is examined in depth, it is seen that women are not sufficiently included in working areas in the context of academia, and one another problem of women in academia is a fact that promotion of women employees to higher levels of management, and academic career in universities.

It has been demonstrated in a series of studies that women are less concentrated in universities than men in lower ranks, more women are in temporary positions, they earn less compared to men of equal qualifications, they have to give more courses and consultancy and have fewer resources to do research (Lieberman et al., 2018). There is a term "glass ceiling effect", conceptualized by Hymovitz and Schellhard in 1986 Wall Street Journal report on incorporate women. It refers to the presence of invisible barriers that prevent women from rising to the top positions in a career (Cotter, Hermsen, Ovadia and Vanneman, 2001). Glass ceiling Effect, which can be encountered in many areas from the private sector to public institutions, can also be seen in the academy which is considered as a field that is relatively free of gender effects. To explain the existence of this effect, and factors that predict it, one of the effective ways is to access quantitative data.

Thus, the aim of this study was a critical evaluation of material that has already been published, identify and summarize the factors that affect the glass ceiling effect of women in academia in Turkish universities, in research studies related to glass ceiling effect published between 2000 and 2019.

Women in Turkish Academia

According to the 2018 World Economic Forum, Gender Equality Report, the countries as Iceland, Norway, Sweden and Finland are taking place at the top of the list, Turkey ranked 130th at the end of the list. There are 149 countries listed at that report, with the addition of the Democratic Republic of Congo, Iraq, Oman, Sierra Leone, and Togo. While preparing the gender equality report, criteria such as women's participation in the economy, equal opportunities, education opportunities, health and political empowerment of women were examined. Women's participation in governance and decision-making processes is one of the most important elements of democracy. According to this report, only %37 of women is employed. Fee ranks are as follows if a male employee in Turkey earns \$ 100 although a female employee doing the same job earns \$ 80 (The Global Gender Gap Report, 2018, See also Wolfert et al., 2019; Ellwood et al., 2019).

The academic community where it is supposed that gender discrimination is less also seen as an area where men and women participate in the labour force equally (Lieberman et al., 2018). The basis of this is the structuring of the academic career as a "safe" and "appropriate" choice for the newly graduated women (Kandiyoti, 1997). Newly graduated men are turning to non-academic areas that can provide access to more financial opportunities than academic career (Mun and Jung, 2018). Despite many difficulties experienced in recent years, the Academy is still one of the most popular and prestigious areas in the eyes of society. Therefore, being in the academy is a race and struggle in every sense. Surprisingly, the female presence in the academy has increased steadily since the 40s in Turkey where female employment is in the 30% band; the rate of female academicians, which was 19% in the 60s, has reached 40% today. This ratio is ahead of many western countries. It appears that gender discrimination at first entry is relatively more flexible in academia. However, the application is not so simple. Although it has been years since the entrance of women actively promoted women in academia in Turkey still face discrimination. It is expected that women who have achieved the necessary merit by giving the right to education and making legal arrangements in which equality of opportunity is expressed will have higher positions in

the academy. But the rates are surprisingly low, even in universities where the gender distribution is good.

From the 1940'Th the number of women in universities is increasing. Women's admission to universities as students and academics has been achieved with great struggle. It wasn't possible for women in different countries to work as scientists in universities. The women were able to watch the courses in the universities, they were admitted to certain departments and then all the departments in the universities accepted the women students. For the first time in Turkey, women started to work as an academician in 1932-1933 at High School of Economics and Commerce, at the next academic year there were 93 female academicians (Köker, 1988). According to KASAUM (Ankara University Women's Problems Research and Application Centre) "Women's Statistics in the Academy" report (January 2019), as seen in Table 1, women professors number is a half the number of man professors; the same could be said for Assoc. Professor and Asst. Professor numbers. But this situation is not the same for lower academic positions, the number of instructors and research assistants is equal both for men and women.

Table 1. Academician Numbers

	Men	Women	Total
Professor	17.780	8.167	25.947
Assoc. Professor	9.225	5.997	15.222
Asst. Professor	22.004	16.679	38.683
Total	49.009	30.843	79.852
Instructor	17.698	17.760	35.458
Research Assistant	23.228	23.812	47.040
Total	40.926	41.572	82.498
Grand Total	89.935	72.415	162.350*

*Public, Foundation University, Foundation Vocational School, Turkey, and North Cyprus.

The highest executive position in university is a rector, but unfortunately, the women are less represented at this position in Turkish universities, the numbers are as follow: the rector of 5 state universities and 11 foundation universities are female. The share of female rectors among all rectors is 8%. The total number of women deans is 312, of which 210 are in state universities and 102 are in foundation universities. The ratio of

female deans among all deans is 17.5% (KASAUM, 2019). From this data it is easily could be seen that although the representation rate of women in the Turkish education system is high, there are very few women in top management and academic positions. However, within the scope of this study, Glass ceiling Effect is considered as the most important and determinant factor. To understand that situation in the higher education system, Glass ceiling Effect in academia should be investigated and causative factors must be revealed.

The Glass Ceiling Effect

It may seem that women are going to move up to the next level, very few of them can take part in these positions due to various reasons. These reasons are called "Glass Ceiling" or "Glass Ceiling Syndrome" (Cho et al. 2014), "Glass Ceiling Phenomenon" (Hoobler, Hu and Wilson, 2010), "Glass Ceiling Effect" (Cotter, et al, 2001) which implies that women employees encounter barriers that do not appear more closely than their male counterparts with the same ability in terms of their personal rights, has begun to appear more intensively in the literature since the 1980s. Glass ceilings are related to women's access to hierarchical positions as well as their access to revenue and prestige. The glass ceiling effect may appear in management positions or in lower positions in a workplace. Glass ceiling effect, which is seen as a very difficult obstacle in organizations, can reach peak management by surpassing very few women today (Acker, 2009).

The glass ceiling effect is defined as the sum of all components that constitute obstacles to the rise of women in the working life. On the other hand, the glass ceiling indicates the invisible and unbearable impediment that prevent women from progressing at the upper management, decision making or high academic positions, regardless of their achievements and competencies in the job (Tharenou, Latiner, and Conroy, 1994). The attention of researches was attracted to the adversity women experience in raising their positions at the workplace. Hymovitz and Schellhard in 1986, published an article in The Wall Street Journal, with the scope on obstacles that women have in organizations while trying to rise, and describe that obstacles as Glass ceiling (Hymowitz and Schellhardt, 1986). Glass ceiling

related to women's access to hierarchical positions as well as their access to revenue and prestige.

The factors that cause the formation of glass ceiling effect can be caused by individual, organization and social factors. As an example of social factors, gender inequality and gender-based prejudice can be given. Organizational factors are organizational culture and policies of the company. As spouses and mother role of the women, time management could be an example for individual factors (Cotter et al., 2001). But it is very essential to note that glass ceiling effect emerges on higher levels of hierarchy, as it is seen from the Table 1 given above, the number of research assistants and instructors is approximately equal for men and women, but for higher academics titles the situation is not equal. Vicelike, glass ceiling effect should be distinguished from gender inequality or gender-based prejudice, which means the prevalence of men in the organization. Glass ceiling is the barrier that balks women to get one's promotion in the organizational hierarchy (Cotter et al., 2001). When examining the literature on the glass ceiling, it is understood that in the formation of the glass ceiling perception, rather than the lack of talent of women, it is due to career obstacles such as stereotypes, role conflict, lack of guidance and lack of communication network (Bertrand, Black, and Lleras-Muney, 2018).

The three main obstacles contained in this concept are noteworthy:

- a. Women's equal opportunities in their career opportunities vary according to organizational culture. Male-oriented organizational cultures constitute an important obstacle to women's career path. They see less value in these cultures than they are, and they are not even given the opportunity to prove themselves. These cultures prevent the access of women to the communication networks necessary for their rise to the peak.
- b. Women employees' self-referencing, Queen Bee syndrome, multi-dimensional comparison and thinking as men, trying to show that he is one of them, can choose to subordinate their wishes to choose. Closed organizational culture, lack of human capital, lack of education in the workplace, inability to take part in the mentality, inability to be included in male networks, and the ability of governments to be irrelevant to laws.

- c. There is a perception that “women are not well-suited to the management profession”. This perception is based on factors such as lack of self-confidence, lack of ambition, not choosing to rise because they are not ready to pay their costs, and internalizing the roles that society expects from women without questioning (Jackson and Callaghan, 2009).

It should be remembered that factors such as socialization, male managers' expectations and attitudes about stereotypes, and family responsibilities of women are fuelled by glass ceiling (Van Vianen and Fischer, 2002). There are also those who connect the reason for the formation of the glass ceiling to be women (Cannings, 1988).

When we look at the structure of women's employment in our country in general terms, it is not possible to say that the situation is very appropriate and clean cut in the comparative data. In this context, it will be useful for the literature to examine the current situation in this field by taking into consideration the women who have been graduated from higher education, who are considered to be relatively lucky and who can be promoted to senior executive positions in the Academy.

However, when the relevant data are analysed in depth, it can be seen that women cannot be adequately involved in the fields of study in the context of universities. Some of the difficulties in the process of participation in decision-making mechanisms mentioned above come to life in the academic community. However, within the scope of this study, the glass ceiling effect is considered as the most important and determinant among the expressed difficulties.

The aim of this study is to bring together research studies in Turkish literature related to a glass ceiling effect in academia; evaluate what variables are given importance in the studies related to a glass ceiling effect in academia; factors related to a glass ceiling effect in academia. Questions expected to be answered within the scope of this study are as follows:

- a) Which factors affect the perception of the glass ceiling effect?
- b) Which assessment tools were used to investigate the glass ceiling effect?
- c) What do researchers recommend for breaking the glass ceiling in academia?

Method

Systematic review method has been used in this study for collection of studies related to the glass ceiling effect concept. A systematic review is defined as a method of gathering the information that conforms to the criteria determined on a given subject. The 27-item PRISMA (Declaration of Reporting and Meta-Analysis) statement, which was developed in English were used to identify the reporting features of the Data Drawing Form for systematic compilation and meta-analyses, was taken as a reference for evaluating the articles (Moher et al., 2009). Two review authors independently checked the eligibility of studies and extracted data using this standardized form.

Research strategy

The electronic database searched includes DergiPark¹ and Ulakbim² databases. The search was limited to publication dates from January 2000 to May 2019. Keywords were used "glass ceiling", "glass ceiling effect" and "glass ceiling syndrome", both in English and Turkish. The search strategy was limited by the language, the origin of publications, only articles are done with Turkish academicians was selected. In total 168 studies were reached. After evaluation of articles within the scope of the research 3 studies were selected. The search was conducted in May 2019.

Studies selection process

This common search strategy identified 168 references both on Ulakbim and DergiPark databases. Of these 97 duplicated articles were excluded. In the first phase, after applying the exclusion and inclusion criteria to the titles and abstracts, both principal reviewers (AS) and (İÖ) excluded 97 articles, for the most part, they were not researched articles (Table 2).

¹ <https://dergipark.org.tr/>

² <https://ulakbim.tubitak.gov.tr/en>

Table 2. Inclusion criteria used in the article selection process

Studies focusing on the conditions affecting or explaining the glass ceiling effect of women academicians employed in universities in Turkey.
Studies language Turkish or English
Research articles

In the second phase, after applying the selection criteria. From these 67 articles were excluded because they were reviews. Finally, the last check was conducted during the second phase of the selection process after going through the articles, those were done with academicians in Turkey were selected. The two principal reviewers (AS and İÖ) independently applied the criteria for exclusion and inclusion throughout the complete texts of the articles. After this process, 3 research articles (Aksoy, 2018; Can, Kaptanoğlu and Halo, 2018; Kalkın, Erdem and Tikici, 2015), were included into the systematic review, as shown in flow-chart (Figure 1).

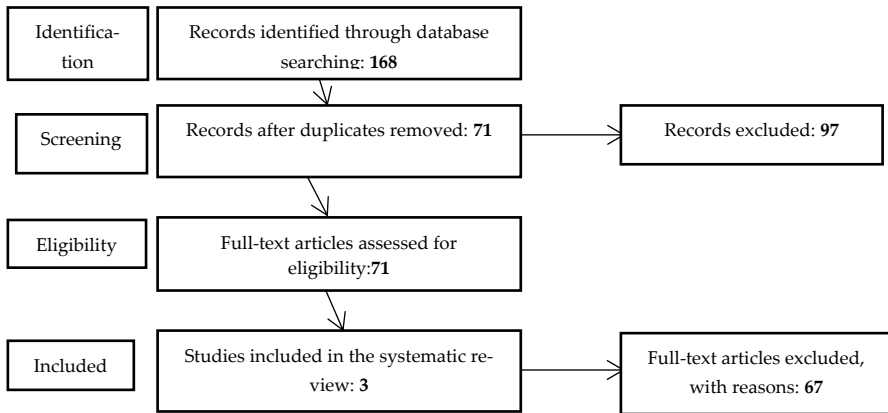


Figure 1. Flowchart depicting material collection and analysis procedures for this Systematic Review

Results

Studies characteristics

3 studies were conducted in public universities in Turkey. The most frequent design was a cohort. Studies used samples as follows: n=95 (Aksoy, 2018), n=133 (Kalkın, Erdem and Tikici, 2015), n=426 (Can, Kaptanoğlu

and Halo, 2018) and were based on women employed in academia on different positions: %3,76 Professor, %13,15 Associate Professor, %17,61 Assistant Professor, %39,2 Instructor and %26,29 Research Assistant (Can, Kaptanoğlu and Halo, 2018). The age of participants is around 26-30 (Can, Kaptanoğlu and Halo, 2018), and 25-30 (Kalkın, Erdem and Tikici, 2015). Table 3 shows the main objectives, findings, and relevancy of each study.

Table 3. Characteristics of researches taken into the systematic review

Authors (years)	Research method	Working area	Sample	Findings
Can, Kaptanoğlu and Halo (2018)	Cross-sectional	University	426	No positive relationship between power distance and glass ceiling effect and no gender-based difference were found.
Kalkın, Erdem and Tikici (2015)	Cross-sectional	University	133	There is no significant relationship between perception of glass ceiling effect and organizational citizenship, perception of glass ceiling effect does not differ significantly according to age, education, and position, there is a significant relationship between organizational behaviour and education.
Aksoy (2018)	Cross-sectional	University	95	It is less than expected for women to rise to higher levels, and women are exposed to a heavy glass ceiling effect in elevations. Traditional gender role perception: a woman is a good teacher but not a good manager.

Which factors affect the perception of the glass ceiling effect in academia?

A positive relationship between the perception of glass ceiling effect and the opinions of women according to the facts of women duties in family and business life ($p < 0,05$ $r = ,884$) were found. There is a positive, medium-strong relationship between the perception of the glass ceiling effect and the factors that accelerate career advancement ($p < 0,05$ $r = ,416$). It has been

discovered that there is a very strong positive relationship between the perception of glass ceiling effect and the opinions on the factors that impede the rise of women in organization hierarchy ($p < 0,05$ $r = ,805$). A weak positive relationship between the perception of glass ceiling effect and the opinions about the possible organizational practices related to the rise of women ($p < 0,05$ $r = ,295$) were found (Aksoy, 2018).

There is a strong positive correlation between the glass ceiling effect perception and power distance ($p < 0,05$ $r = ,973$). No any difference in perception of glass ceiling effect according to gender was discovered (Can, Kaptanoğlu and Halo, 2018).

There was no significant relationship between the perception of glass ceiling effect and organizational citizenship. Employees' positions (academic and administrative), perception of glass ceiling effect ($p = 0.634$) and organizational citizenship behaviours ($p = 0.588$) were not significantly different. There was no significant difference between the perception of glass ceiling effect and being in the position of manager or employee ($p = 0.844$) (Kalkın, Erdem and Tikici, 2015).

Which assessment tools were used to investigate the glass ceiling effect?

Aksoy in his study used the scale that consists of 5 parts and was previously validated and reliable, which the author used for his dissertation. In this scale, in the first part, the participants were asked some information about themselves and in the other 4 parts, they were asked to measure their perception of glass ceiling effect (Aksoy, 2018).

The questionnaire form used in the study done by Can et al. (2018) which was used in the master thesis titled "An Empirical Research on the Relationship Between Power Distance and Glass ceiling effect Barrier as a Cultural Variable" written by Jahangirov (2012). The survey consists of three parts: In the first part, there are demographic questions, in the second part there are 10 statements about power distance, in the third part there are 32 statements about glass ceiling effect; 5-point Likert scale was "1-I absolutely disagree. 2-partially disagree. 3-neither agree nor disagree. 4-partially agree. 5-fully agree" (Can, Kaptanoğlu and Halo, 2018).

Two different scales were used in the study of Kalkın et al. (2015). The scale used in Karaca's (2007) and Atan's (2011) studies were used to

measure the perception of a glass ceiling effect. The part of the scale which consists of 15 questions related to two dimensions called “personal perceptions” and “organizational culture and policies was used in this study. The scale was prepared as a 5-point Likert (1-strongly disagree, 5-strongly agree) scale (Kalkın, Erdem and Tikici, 2015).

What do researchers recommend for breaking the glass ceiling in academia?

It can be said that glass ceiling barriers and power distance can be completely eliminated or negative consequences can be minimized with the effect of higher education level, lack of professional discrimination and binding norms such as laws and customs. It can help reduce the glass ceiling barriers by helping women employees to become more aware of their potential and serve to break down prejudices against women managers (Can, Kaptanoğlu and Halo, 2018).

Career plans should be developed in the organization, male-dominated organizational culture and policies should be changed, efforts and practices that minimize career barriers such as increasing positive discrimination efforts, mentor-assisted assistance, and participation in communication networks should be made (Kalkın, Erdem and Tikici, 2015).

Discussion

Review analysis revealed that, very less is known according to Glass Ceiling Effect in academia in Turkey, although academy in Turkey is widely accepted as the areas that are best represented by women in which it is even interpreted as an “academic paradise” (Poyraz, 2013).

Despite that, the finding of this study shows that, patriarchal gender roles are still strongly influential, studies figure out that glass ceiling effect perception is strongly correlated with opinions in society of women’s’ duties in family and business life. The share of women in the scientific workforce compared to men is quite low, though in Turkey, can be said to be faced with similar problems in many countries, including developed countries (Hill, Corbett and St. Rose, 2010). When scanning the literature, in this context, in relation to different countries, women academics in

universities status and problems can be described as more advanced than in Turkey, women in the lower ranks than men in universities (assistant professorship and lower) are concentrated (Bilen-Green, Froelich and Jacobson, 2008; Gardiner, Tiggemann, Kearns and Marshall, 2007), underwent lower wage policies, who had to take more lectures and consultations and have less scarcity of resources in relation to research funding and the ability to work with a research fellow (Shauman and Xie, 2003). Finding of this study shows that factors that impede the rise of women in hierarchy is related with glass ceiling perception.

According to popular opinion, the role of women in the family is the basis of their identity. For men, business has a higher meaning. Therefore, there are gender differences between behaviours in the workplace (Belghiti-Mahut and Briole, 2004). It is said that the formation of a high number of senior management teams constitutes a “male hierarchy de in organizations, which obstructs the training of women in the organization and breaks their trust (Tharenou, Latimer and Conroy, 1994).

Since 2001, the number of female doctoral students in many fields has increased faster than male doctoral students, except in areas such as architecture and medicine, also the branch of engineering known as male dominance. According to the study of Berlingo et al. (2019), Women reported the desire to follow a career in academic medicine half as often as men. This indicates that the mechanisms of participation in education in science are increasingly more egalitarian. These positive changes in gender equality are also directly proportional to the number of women working in academic positions. On the other hand, despite the increase in the proportion of female doctoral students, the fact that there are few women in the upper academic positions may result in women turning to different areas considering that they cannot go much further in the academic career. Power distance was found as interrelated factor with glass ceiling perception in academia. Therefore, the increase in the number of women in upper academic positions will provide an incentive to participate in the labour force. The increase in the number of female rectors and vice-rectors will encourage the coaching system to become widespread by encouraging them to become role models. In this context, women who have just started their academic career will be able to connect with women in higher

positions and receive support, courage, and guidance from the rector and vice-rectors in their careers.

The stereotypical judgments stemming from the environment, education level and cultural characteristics of the employees have an important role in the perception of glass ceiling (Jackson and Callaghan, 2009). In the studies, the perception of glass ceiling in the business life of women; multiple roles, personal preferences and perceptions, organizational culture, organizational policies, lack of mentors, inability to participate in informal networks, defeat of mobbing, professional discrimination, stereotypes associated with gender can be said to be effective (Lewis and Fagenson, 1995; Negiz and Yemen, 2011).

Glass ceiling research is generally carried out by focusing at two dimensions called "personal perceptions" and "organizational culture and policies". The low ceiling perception of academicians women is due to the fact that academics are thought to be parallel to teaching which is traditionally regarded as women's work. Academies in Turkey, although they are widely accepted as the best representation of women, the adoption of certain facts against women also should not be ignored.

The most obvious finding to emerge from this study is the updating organisational policies; another important points are that empowerment of women in academia; awareness of oneself abilities and skills; effective reduction of prejudice in society against women on the top of hierarchy will help women to break glass ceilings in academia.

Conclusion and recommendations

As one of the limitations of our study, only 3 researches were analysed, as suggestion for future researches glass ceiling effect perception could be investigated in depth. The another suggestion is developing of tool for ceiling glass effect perception assessment, as seen from reviewed studies it was one of the main deficit in studies.

States and media have an important task to break the glass ceilings. If media changes its point of view, the woman may cease to be a sexual object in the eyes of the society, and the image of a woman who knows how to work, achieve, train herself and do the same work with men can be placed in the system. It can be said that glass ceiling effect can be

completely eliminated or negative consequences can be minimized by the increase of education level, lack of professional discrimination and the binding norms such as laws, customs and norms. When the literature on the glass ceiling is examined, it is understood that the perception of glass ceiling is caused by career barriers such as stereotypical judgments, role conflict, lack of guidance and lack of communication network. The stereotypical judgments stemming from the environment, education level and cultural characteristics in which employees grow; multiple roles, personal preferences and perceptions, organizational culture, organizational policies, lack of mentors, inability to participate in informal networks, defeat of mobbing, professional discrimination, stereotypes associated with gender play an important role in the formation of glass ceiling effect perceptions of women in academic life.

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