

A Study on Career Development for Working Women with Special Reference to Educational Institutes

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ABSTRACT

The aim of the present research is to study the career development for working women. Experiences over the life course by analysing career growth and development, career beliefs and norms. This paper focusing on effectiveness of career growth and development for working women in educational institution. Most of the working women facing the problem are definitely common, like mental and physical stress, lack of proper balance between employment and family care, unfair treatment in the workplace, stressful life and workplace discrimination etc. Work-life-family preference and many women seek uphold from the spouse, family, colleagues, environmental issues and etc. For this purpose primary data for the research is collected with the help of questionnaire and secondary data collected through several factors identified while reviewing the literature, books, online journals, project reports and internet. The results of the study showed that the different age group of working women had different kinds of problems and challenges and different categories as married, single, have different issues at monetarily in the workplace. This all creates big impact of career growth and development and it in turn a challenge for women's career.

KEYWORDS: Career development, working women, educational institutes

INTRODUCTION

Career development refers as to improve their next stages in life or lifelong increasing their process to learn, work, to move towards a preferred future. The work contributed by women is a significant factor in a whole society progress. Women's are the predecessor of the society and play an important role in society, in all the fields of life.

One of the most significant social changes of the women employee involvement in the paid workforce. The women employee or any form of work that they perform in a society is a major indicators of an institutional development in general. When there is no active contribution of women in domestic, official employment or any extra nationwide activities, the social, economic or political advancement in an institution. Women employee facing a challenges in execution of their duties but women employees are more affected than their male colleagues since some of the challenges they face are gender specific.

The absence of women in higher ranking management positions to guide and support other younger and women in junior positions is one of most important concern negatively affecting for women doing their job. One of the most important goal to lead people to their career development and growth in their educational institution is motivation. Motivation theory is derived with the processes that

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describe human behaviour is activated and directed. The current study is aimed to investigate the career development for the working women. The analysis of facing their challenges and consequences in an educational institutions and finally shows that the variables, predictors barriers for working women for their development and growth in the institutions.

STATEMENT OF THE PROBLEM:

In the context career development for working women has become resulting in high level of attrition among the educational institution. This study will focus on career development and how these career development factors can impact of working women facing their challenges in an educational institution.

LITERATURE REVIEW:

[Helena Knörr (2005)]: Factors that Contribute to Women's Career Development in Organizations. The purpose of this paper is to review recent scholarship on women's development in organizations, through an analysis of existing literature, in order to identify factors that facilitate such development. Extensive research has focused on factors that hinder the advancement of women in organisation however scare literature extra about factors that facilitate such development.

[Desirae m. Domenico and Karen H. Jones(2006)]. Career aspirations are influenced by factors as gender, socioeconomic status, race, parent’s occupations and parental expectations. Women have increasingly become more involved in the workforce following World War II paid employment of women has shifted from traditional female oriented jobs more non-traditional and previously male-oriented careers.

[Kunaiko Ishiguro* (2008)]. Shows that factors such as opportunities/constraints: values/norms: Motivation/personality: and Affective attachment were used for the analysis. values are broad motivations that can serve as the basis for goals. The motivational basis of amity goal orientation, a prosaically goal orientation within achievement situations.

[Anita racene2011, 2012].The research aim to examine the women’s career pattern. To achieve the survey of women was conducted. The development of women’s career is more complicated than that of men’s as various internal and external barriers exist for instance, the family and related duties, the role in life, employment, the surrounding environment.

[yet m.Lim, Benjamin chan yin-fah and Tan Luen peng (2013)]. The research aim to examine on the barriers that hinder from the career advancement of female employee in manufacturing companies. It refers to the barriers which include work life balance, networking, mentoring support and training and development. Research aim to examine on the barriers that hinder from the career advancement of female employees in manufacturing companies. As such for future research, other factors could be considered that this includes broader field or industry, different level of female employees, ratio of race in corporate culture.

[Marijana MISIC ANDRIC (2015)]. Barriers are in place which makes difficult for women to develop their careers,

especially in reaching manger positions. To analyse and present a theoretical framework for further study of professional carrier advancement for women. The paper especially analyse integrative theoretical framework which stresses the equal importance of researching individual factors and organisational factors, having in mind how the organisational context can improve or deter women’s carrier.

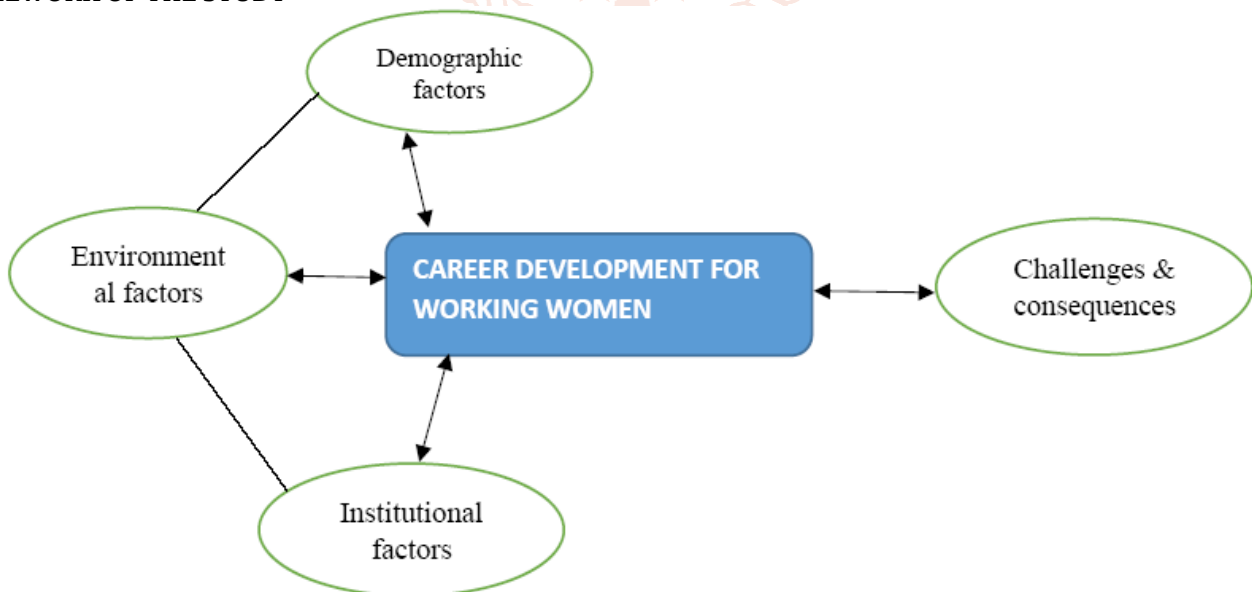
[Dr.Manosmita mahaoatra (2018)]. Refers to women’s career development in academia suggest that despite the introduction of equal opportunity policies, underrepresented in the profession, particularly in the higher rank. Motivation provides an important foundation to complete cognitive behaviour where career aspiration involves a decision to work full time even when it is not necessary for economic reasons, which requires understanding a serious life style commitment.

[Azadeh Barati, Rooh Ollah Arab and Seyed Saadat Masoumi]. Challenges and problems faced by women workers in India. This study investigated to identify the factors preventing women employees from aspiring for higher post and challenges & problems faced by women’s worker. Further the study try to explain the real condition of Indian working women and also make an effort to clear main problems of working women.

OBJECTIVE OF THE STUDY:

- To identify the factors that determine the progress of the working women.
- To analyse the perception of management at educational institutes towards women’s career.
- To identify Policies and practices which discourage women’s career progression at educational institutes.
- To identify the various challenges of working women.

FRAMEWORK OF THE STUDY



CAREER DEVELOPMENT:

Career development is an improvement of competencies, learning, and understanding, as well as job familiarity and professional growth, coupled with career planning and development activities. Career development is a progressing for employees should be encouraged and supported in reviewing regularly as well as re-assessing their goals and activities.

FACTORS AFFECTING CAREER DEVELOPMENT

ENVIRONMENTAL FACTORS

An environmental factor or ecological factor or eco factor is any factor, abiotic or biotic, that influences a major issues in women's career for their development in the society.

Examples of environmental factors include travelling problems, sexual harassment, safety, pollutions and etc. Environmental factors can everything that changes the environmental problems. Some factors are visible but others are invisible in that situations only thing is that environmental changes can make a changes in the society.

INSTITUTIONAL FACTORS

Institutional culture is a system of shared assumptions, values, norms and beliefs, which governs how people behave in institutions. Every institutions develops and maintains a unique culture, which provides the boundaries for the behaviour of the members of the institutions. Institution is a structure in which people cooperate and which influences the behaviour of people and the way they live. Institutions are constant, which means that they do not end when one person in the society. An institution has rules and can enforce rules of human behaviour and their career growth and development in their life.

DEMOGRAPHIC FACTORS

Demographic factors gives the major issues for the general analysis for the dependent variables in data analysis for the research. In general nothing but an age, gender, educational qualification and job experience.

CHALLENGES EXPERIENCED BY WORKING WOMEN EMPLOYEES

The primary goal of career development is to fulfil the present and future requirements of the organization as well as an individual's work which means developing employability. Various challenges to career development include identification of criteria to select a suitable combination of career activities for employees, and that which will servicing optimal amount of support to individual employees. Also an institution is tasked on deciding at what point in time, in an women's career, specific careers interventions should be servicing and also what target interventions to particular groups of working women's.

Institutions are required to encourage career planning by carefully studying information available to employees and the training consequences for personnel. Women's in general and Specifically those in senior ranks face various challenges in career development over and above the challenges encountered by their male colleagues. Some of these challenges are internal while others are external, from the work environment. The external challenges include; potential sexual harassment, intense executive role expectations, domineering male, and disheartened colleagues, suppressed promotion opportunities, inconsistency in remuneration, the glass ceiling, the queen bee syndrome and the wonder woman syndrome. The woman staffs are excluded from important information shared through informal channels in places that are inaccessible for her for example the men's room or the locker room. The women employee's faces major problems are occupational problems:

1. Mental harassment.
2. Sexual harassment.
3. Lack of family support
4. No safety of women employee in the society
5. Job in security.
6. Workplace adjustment.

RESEARCH METHODOLOGY:

This study is co-related in nature with cause and effect approach. The population of the study is working women's in the institution. The data collection has been done by the non-probability sampling method and the convenient sampling techniques were employed. This study adopted the descriptive research design. The data were collected through self-administered questionnaire. The questionnaire was consisted of 40 items, excluding demographics. This questionnaire was developed on the basis of the literature review. The variables used in this study are Training & development, Behavioural changes, and institutional culture. All the items in the questions were rated on a five point Likert scale, where 1 stand for strongly agree and five for strongly disagree. A total of 156 questionnaires were floated out of which 100 completely filled questionnaire were received, hence the response rate was 80%. The average age of the respondents was 30-40.

The inter item consistency of the questionnaire was tested through "Cronbach's alpha" to confirm the reliability statistics of the questionnaire. The results of reliability analysis. Correlation, chi-square matrix and Regression was obtained with the help of SPSS software tool.

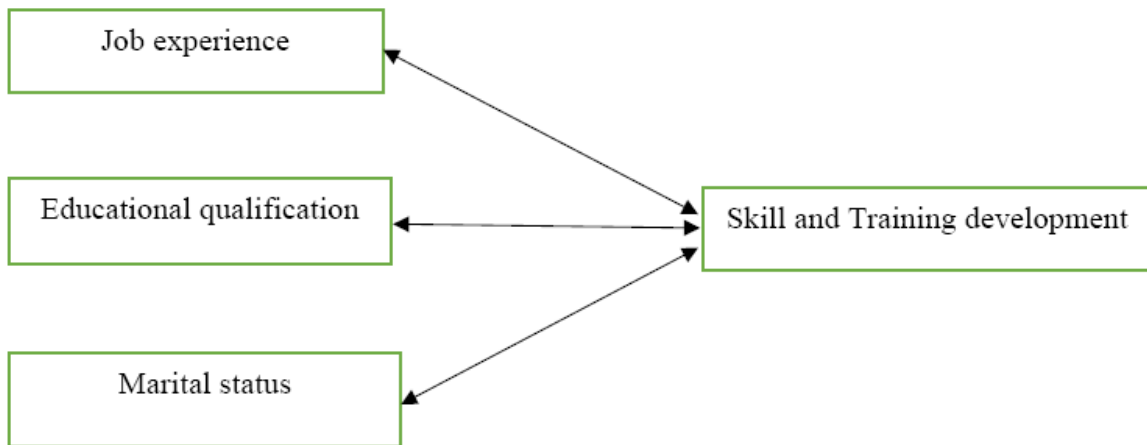
DATA ANALYSIS:

A questionnaire was designed in order to collect respondent option on their perceptions regarding strategies in the institutions. The questionnaire mainly consisted of close-ended questions and likert scale techniques has been used. The response from every respondent for each determinant are scored on a five point scale i.e.; strongly agree, Agree, Neutral, and Disagree, Strongly disagree. High scores in determinant indicate the high level of impact of working women in the educational institutions. The questionnaire were consisted of 40items, excluding demographics were asked from the respondents, which were related to the determinants taken in the study.

HYPOTHESIS MODEL

DEPENDENT VARIABLE

INDEPENDENT VARIABLE



CORRELATION

1: JOB EXPERIENCE AND SKILLS ACQUIRED IN TRAINING & DEVELOPMENT

Hypothesis - 1

H0: There is no significant relationship between the job experience and skills acquired in training & development

H1: There is significant relationship between the job experience and skills acquired in training & development.

TABLE 1.1: Descriptive Statistics job experience and skills acquired in training & development
Descriptive Statistics

	Mean	Std. Deviation	N
Job experience	2.8500	.93330	20
Training & development	2.1000	.91191	20

TABLE 1.2: correlation for job experience and skills acquired in training & development
Correlations

		Jobexperience	Training& development
Job experience	Pearson Correlation	1	.451*
	Sig. (2-tailed)		.046
	N	20	20
Training & development	Pearson Correlation	.451*	1
	Sig. (2-tailed)	.046	
	N	20	20

*. Correlation is significant at the 0.05 level (2-tailed).

INTERPRETATION

From the table 1.2, it is inferred that significant value 0.046 is less than the critical value 0.05, hence H0 is rejected and H1 is accepted. Therefore, there is relationship between the job experience and skill acquired in training & development.

Inference

Therefore, there is relationship between the job experience and skills acquired in training & development.

2: MARITAL STATUS AND SKILLS ACQUIRED IN TRAINING & DEVELOPMENT

Hypothesis - 2

H0: There is no significant relationship between the marital status and skills acquired in training & development

H1: There is significant relationship between the marital status and skills acquired in training & development.

TABLE 2.1: Descriptive statistics of marital status and skills acquired in training & development
Descriptive Statistics

	Mean	Std. Deviation	N
Marital status	1.1000	.30779	20
Training & development	2.6000	.94032	20

TABLE 2.2: correlations for marital status and skills acquired in training & development
Correlations

		Jobexperience	Training& development
Marital status	Pearson Correlation	1	.509*
	Sig. (2-tailed)		.022
	N	20	20
Training & development	Pearson Correlation	.509*	1
	Sig. (2-tailed)	.022	
	N	20	20

*. Correlation is significant at the 0.05 level (2-tailed).

INTERPRETATION

From the table 2.2, it is inferred that significant value 0.022 is less than the critical value 0.05, hence H0 is rejected and H1 is accepted. Therefore, there is relationship between the marital status and skills acquired in training & development

Inference Therefore, there is relationship between the marital status and skills acquired in training & development.

3: EDUCATIONAL QUALIFICATION AND SKILLS ACQUIRED IN TRAINING & DEVELOPMENT

Hypothesis – 3

H0: There is no significant relationship between the educational qualification and skills acquired in training & development

H1: There is significant relationship between the educational qualification and skills acquired in training & development.

TABLE 3.1: Descriptive statistics of educational qualification and skills acquired in training & development
Descriptive Statistics

	Mean	Std. Deviation	N
Educational qualification	2.2000	.41039	20
Training & development	4.0000	.85840	20

TABLE 3.2: Correlation for educational qualification and skills acquired in training & development
Correlations

		Jobexperience	Training& development
Educational qualification	Pearson Correlation	1	.448*
	Sig. (2-tailed)		.047
	N	20	20
Training & development	Pearson Correlation	.448*	1
	Sig. (2-tailed)	.047	
	N	20	20

*. Correlation is significant at the 0.05 level (2-tailed).

INTERPRETATION

From the table 3.2, it is inferred that significant value 0.047 is less than the critical value 0.05, hence H0 is rejected and H1 is accepted. Therefore, there is relationship between the educational qualification and skills acquired in training & development

Inference

Therefore, there is relationship between the educational qualification and skills acquired in training & development.

HYPOTHESIS STATEMENT FOR CORRELATION:

H1	There is relationship between the job experience and skill acquired in training & development.
H2	There is relationship between the marital status and skills acquired in training & development.
H3	There is relationship between the educational qualification and skills acquired in training & development.

CHI-SQUARE

1: EDUCATIONAL QUALIFICATION & SKILLS ACQUIRED IN TRAINING & DEVELOPMENT

Hypothesis – 1

H0: There is no significant difference between the educational qualification and skills acquired in training & development

H1: There is significant difference between the educational qualification and skills acquired in training & development

TABLE 1.1: educational qualification & skills acquired in training & development cross tabulation

Educational qualification* training & development Cross tabulation					
Count					
		Neutral	Training& development		Total
			Disagree	strongly disagree	
Educational qualification	Ph.d	7	5	4	16
	Ph.d & Beyond	0	1	3	4
Total		7	6	7	20

TABLE 1.2: chi-square tests for educational qualification and skills acquired in training & development

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.077a	2	.130
Likelihood Ratio	5.049	2	.080
Linear-by-Linear Association	3.817	1	.051
N of Valid Cases	20		

a. 4 cells (66.7%) have expected count less than 5.
The minimum expected count is 1.20.

INTERPRETATION

Tabulated value (T.V) = 5.991
Calculated value (C.V) = 4.077

T.V > C.V Hence, H0 is accepted. So, there is no significant difference between the educational qualification and skills acquired in training & development.

2: JOB EXPERIENCE & SKILLS ACQUIRED IN TRAINING & DEVELOPMENT

Hypothesis 2

H0: There is no significant difference between the Job Experience and skills acquired in training & development
H1: There is significant difference between the Job Experience and skills acquired in training & development

TABLE 2.1: Cross tabulation Job Experience and skills acquired in Training & development

Job experience * training & development Cross tabulation						
Count						
		strongly agree	Training & development		strongly disagree	Total
			Agree	Neutral		
Job experience	less than 5 years	1	0	0	0	1
	5 to 10 years	2	4	1	0	7
	11 to 15 years	1	4	1	0	6
	above 16 years	0	4	1	1	6
Total		4	12	3	1	20

TABLE 2.2: chi-square tests for Job Experience and skills acquired in Training & development
Chi-Square Tests

	Value	Df	Asymptotic Significance (2- sided)
Pearson Chi-Square	7.897a	9	.545
Likelihood Ratio	8.308	9	.503
Linear-by-Linear Association	3.872	1	.049
N of Valid Cases	20		

a. 16 cells (100.0%) have expected count less than 5. The minimum expected count is .05.

INTERPRETATION

Tabulated value (T.V) = 16.919
Calculated value (C.V) = 7.897

T.V > C.V Hence, H0 is accepted. So, there is no significant difference between the Job Experience and skills acquired in training & development.

3: MARITAL STATUS AND SKILLS ACQUIRED IN TRAINING & DEVELOPMENT

Hypothesis - 3

H0: There is no significant difference between the marital status and skills acquired in training & development
H1: There is significant difference between the marital status and skills acquired in training & development

TABLE 3.1: Cross tabulation marital status and skills acquired in training & development

Marital status * training & development Cross tabulation							
Count							
		strongly agree	Training & development		disagree	strongly disagree	Total
			Agree	Neutral			
Marital status	Married	2	7	8	1	0	18
	unmarried	0	0	1	0	1	2
Total		2	7	9	1	1	20

TABLE 3.2: Chi- square tests marital status and skills acquired in training & development

Chi-Square Tests

	Value	Df	Asymptotic Significance (2- sided)
Pearson Chi-Square	10.123a	4	.038
Likelihood Ratio	6.724	4	.151
Linear-by-Linear Association	4.926	1	.026
N of Valid Cases	20		

a. 8 cells (80.0%) have expected count less than 5. The minimum expected count is .10.

INTERPRETATION

Tabulated value (T.V) = 9.488

Calculated value (C.V) = 10.123

T.V < C.V Hence, H0 is rejected. So, there is significant difference between the marital status and skills acquired in training & development.

HYPOTHESIS STATEMENT FOR CHI-SQUARE:

H1	There is no significant difference between the educational qualification and skills acquired in training & development.
H2	There is no significant difference between the Job Experience and skills acquired in training & development.
H3	There is significant difference between the marital status and skills acquired in training & development

REGRESSION

1: MARITAL STATUS AND SKILLS ACQUIRED IN TRAINING & DEVELOPMENT

Hypothesis - 1

H0: There is no relationship exist among marital status and skills acquired in training & development

H1: There is relationship exist among marital status and skills acquired in training & development

TABLE 1.1: Anova marital status and skills acquired in training & development

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.467	1	.467	6.300	.022b
	Residual	1.333	18	.074		
	Total	1.800	19			

a. Dependent Variable: Marital status

b. Predictors: (Constant), training & development

TABLE 1.2: Regression coefficients marital status and skills acquired in Training & development

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.667	.183		3.642	.002		
	training & development	.167	.066	.509	2.510	.022	1.000	1.000

a. Dependent Variable: marital status

INTERPRETATION

From the table 1.2, it is inferred that P value is greater than 0. i.e. $P < 0.05$ ($0.167 > 0.05$) is greater than the critical value 0.05, hence H0 is rejected and H1 is accepted.

Inference

Therefore, there is positive relationship exist among marital status and skills acquired in training & development.

2: JOB EXPERIENCE & SKILLS ACQUIRED IN TRAINING & DEVELOPMENT

Hypothesis 2

H0: There is no relationship exist among Job Experience and skills acquired in training & development

H1: There is relationship exist among Job Experience and skills acquired in training & development

TABLE 2.1: Anova for Job Experience and skills acquired in Training & development ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.373	1	3.373	4.607	.046b
	Residual	13.177	18	.732		
	Total	16.550	19			

a. Dependent Variable: job experience

b. Predictors: (Constant), training & development

TABLE 2.2: Regression coefficients analysis for Job Experience and skills acquired in Training & development Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.880	.491		3.830	.001		
	training & development	.462	.215	.451	2.146	.046	1.000	1.000

a. Dependent Variable: job experience

INTERPRETATION

From the table 2.2, it is inferred that P value is greater than 0. i.e. $P < 0.05$ ($0.462 > 0.05$) is greater than the critical value 0.05, hence H0 is rejected and H1 is accepted.

Inference Therefore, there is positive relationship exist among Job Experience and skills acquired in training & development.

3: EDUCATIONAL QUALIFICATION & SKILLS ACQUIRED IN TRAINING & DEVELOPMENT

Hypothesis - 3

H0: There is no significant difference between the educational qualification and skills acquired in training & development

H1: There is significant difference between the educational qualification and skills acquired in training & development

TABLE 3.1: Anova for educational qualification and skills acquired in training & development ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.643	1	.643	4.525	.047b
	Residual	2.557	18	.142		
	Total	3.200	19			

a. Dependent Variable: Educational qualification

b. Predictors: (Constant), training & development

TABLE 3.2: Regression coefficients for educational qualification and skills acquired in training & development Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.343	.412		3.262	.004
	training & development	.214	.101	.448	2.127	.047

a. Dependent Variable: Educational qualification

INTERPRETATION

From the table 3.2, it is inferred that P value is greater than 0. i.e. $P > 0.05$ ($0.214 > 0.05$) is greater than the critical value 0.05, hence H0 is rejected and H1 is accepted.

Inference Therefore, there is relationship exist among educational qualification and skills acquired in training & development.

HYPOTHESIS STATEMENT FOR REGRESSION:

H1	There is relationship exist among marital status and skills acquired in training & development.
H2	There is relationship exist among Job Experience and skills acquired in training & development.
H3	There is relationship exist among educational qualification and skills acquired in training & development.

SUGGESTION:

The study was also limited to few challenges that affect women's in career development. A few policy recommendations arise from the studies.

- The Government ought to stretch out assistance to working women by giving better transport services or vehicle administrations during peak hours of work.
- New government disability programs for women must be intended to help them to stay at home till at any rate the child is one year old.
- Concessional prices for some of the household gadgets that will minimize the dependence and drudgery of work.
- Equivalent wages for equivalent work by people and equivalent chances to get to work by women and organize awareness programs to engage women and sharpen men towards women issues and difficulties of job strife or dual role conflict.
- Introduce a punishment against those who indulge in sexual offences against women in the society.

CONCLUSION:

This paper has highlighted that career development for working women is mainly based on their challenges faced in educational institutions. They are possessed with the responsibilities to perform all kinds of domestic chores, child development and in meeting the needs and requirements of family members. The household and family responsibilities are the major challenges that hinder their career development. The other challenges that women experience include, occupational stress, mental harassment, sexual harassment, discrimination at the workplace, absence of safety of working women while travelling, lack of family support, job insecurity, workplace adjustment, demographic and work situation characteristics, stereotyping and perceptions of roles and abilities of women, commitment to family responsibilities, exclusion of women professionals from informal networks and communications, lack of significant general or line experience, lack of mentoring and lack of gender-sensitive policies by the employer.

The working women employees always have a challenge, but it has become more difficult due to the competition for skilled women employees. The working women's feel that effective HR practices have a direct and positive relationship with institutions. The educational institutions that successfully attract and offer the high dynamic environment in their institutions. The working women's come to the

institutions with certain needs, desires skills and expect that they would be given an environment where they can utilize and enhance their abilities and satisfy many of their needs. Women employees feel that training and development needs of staff are not being properly taken care of. They can analyse the skills acquired in training and development of employees affected by these policies on institutions. Training and development is important in improving the effectiveness and to improve the career development for the future.

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