BARRIERS TO MALAYSIAN WOMEN CAREER PROGRESSION

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DECLARATION

We hereby declare that:

(1) This UBTZ3016 Research Project is the end result of our own work and that due to acknowledgment has been given in the reference to ALL sources of information be they printed, electronic, or personal.

(2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.

(3) Equal contribution has been made by each group member in completing the research project.

(4) The word count of this research project is 19,690 words.

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DEDICATION

Dedicated to

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We would like to express our appreciation to all of the respondents. They had spent their valuable time in answering the questionnaire and provide accurate information for this dissertation. Their contributions are so valuable and important.

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Thank you.

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LIST OF ABBREVIATIONS

E   Education

GD   Gender Discrimination

WRE   Work Related Experience

F   Family

IV   Independent Variable

DV   Dependent Variable

SPSS   Statistical Package for Social Science

US   United State

IT   Informational Technology

r   Correlation Coefficient

R2   Coefficient of Determination

SD   Strongly disagree

D   Disagree

N   Neutral

A   Agree

SA   Strongly Agree

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PREFACE

Besides being part of the course structure of Faculty of Business and Finance, Universiti Tunku Abdul Rahman, this thesis is completed to fulfill the requirement for the pursuit of the Bachelor of Business Administration (Hons). A time frame of 2 semesters was given to accomplish the dissertation.

More and more women in Malaysia have been entering into labor force but why aren't they holding the managerial position? This question has caught the attention of Prime Minister and he has suggested that every organization should have at least 30% of women involve in executive level. The statement Prime Minister made have raise our curiosity and it somehow motivate us to investigate further why women in Malaysia are not progressing in their career. This study will examine [1] the relationship between education and Malaysian women in their career progression, [2] the relationship between gender discrimination and Malaysian women in their career progression, [3] the relationship between work related experience and Malaysian women in their career progression, and [4] the relationship between family and Malaysian women in their career progression.

This research study includes 5 chapters. Chapter 1 is the introduction on barrier to Malaysian women career progression and the hypotheses are developed. Chapter 2 covers the literature review and relevant theoretical framework. Chapter 3 discusses the research methodology. Chapter 4 lays out the research results. Lastly, this study is ended with Chapter 5 which discloses the discussions and conclusion of the entire study.

ABSTRACT

Past researches found that there is correlation between education level, gender discrimination, work related experience and family are barriers to a woman's career progression however, most of the studies done are based in the West. The neglect of the East in those previous studies did not provide sufficient evidence that countries in the East behave in the same manner. Hence, the purpose of this research paper is to examine the relationship between education, gender discrimination, work related experience and family as barrier to career progression specifically for Malaysian women. For this quantitative research, 200 people were selected and a questionnaire survey was conducted among them. The target respondents are working women in Penang, Malaysia. Based on data collected from our questionnaire survey, different SPSS analyses such as reliability, correlation and regression analyses are carried on to evaluate the relationship between education, gender discrimination, work related experience and family as a barrier to women's career progression in Malaysia. As a result, gender discrimination has the greatest impact on Malaysian women career progression.

CHAPTER 1: RESEARCH OVERVIEW

1.0   Introduction

The objective of this research study is to investigate barriers to Malaysian women career progression. The flow of this chapter allows reader to easily identify the research problems. From the stated research background, the researcher can specify the research problems, define objectives accurately, propose research questions and set relevant hypotheses.

1.1   Research Background

In the past, society believe a woman should play a role as a full time housewife, taking care of her family instead of being part of the workforce, but those view has changed significantly over the years as women have proven that they are equally capable as men in the sense of ability, knowledge and skill. The number of single parent families led by women has been increasing and the situation has forced them to be breadwinner within their family and this is one of the reasons why participant of women in labor force are increasing compared to the past (Domenico & Jones, 2006). However, despite the increasing number of women entering workforce, they are put in lower ranks and earn significantly lower wages compared to males (Tinklin, Croxford, Ducklin & Frame, 2005).

A woman taking lower position and wages is because they had been look down and discriminated by the society with the point of view that they are only capable of fulfilling the lower management position in organization. For a man, having a suitable career is one of the life important decisions (Rashid, Bakar, Asimiran & Loh, 2009). Appropriate career choosing will certainly bring satisfaction and life harmonization but an inappropriate career choosing can bring stress and

frustration to a man life. Women had made a change to the society and now they are capable of standing as tall as men as the number of women holding top position is increasing. Women have also proofed to be more committed to their work tasks than men and it was often quoted by society that women are capable to do a man's job but men are not able to take the responsibility held by women. In Fitzgerald, Fassinger & Betz study (as cited in Andrson, 2007), it was argued that career succession of women is far more complex than for men, because more often than not, women had to interrupt their education and career preparation in order to incorporate both work and family life.

Women today play a crucial role whether in the workplace or at home as they need to step up in resolving problems. Women are said to be more responsible than men and are capable of taking over a job of men.

1.2 Problem Statement

According to the Malaysia Millennium Development Goals at 2010, number of women in the workforce has been increasing from 1980th. The statistics show that in year 2000, there were 47% of women from the total labor participation in the labor force. Furthermore, statistics in Labor Force Survey Report show that in 2011 there was a slight increase of women in Malaysia's labor force to 47.8%. However, women had recorded a decline of 1.9% in labor force participation between 2000 -2011.

The global trend showed that men are more successful compared to women in managerial position. In addition, there are still some deep-rooted mindsets that women are not capable to be placed at the top of corporate ladder. Women in many countries including Malaysia continue to face obstacles in their career advancement as many top management positions are still dominated by males. In the research done by McKinsey, 53% of women are hired every year. However,

they started to face difficulty during their first career advancement and the number drops to 37% (The Star Online, 6 August 2011).

Although many females are performing outstandingly as compared to men in university and school, this did not increase women's participation in business world and achieve managerial position. The main reason why women are unlikely to be promoted to the top of management in many organizations is because of family concerns. Claes, 1999 (as cited in Kargwell, 2008) suggested that family will be one of the major concerns for women during their career advancement and they find a need to choose one above the other. Key speakers at the summit, Ms. Shireen Muhiudeen (2009) claimed that networking was the major obstacle women faced in career promoting (The Star Online, 3 September 2009).

Another problem faced by women is the lack of opportunity in decision-making. In an article by Sun Daily newspaper, the researcher pointed out that Malaysia have more than 200 companies listed in Bursa Malaysia but there are only 7.6 % of women appointed as member of the board of directors in the year 2010. Dato Sri Shahrizat Abdul Jalil, Minister of Women, Family, and Community Development expressed dissatisfaction because there are limited numbers of women involved in executive level. Companies should give more opportunity to women because they have the talent, potential, experience and knowledge that are needed but been overlooked by their superiors. In June 2011, Prime Minister Dato' Sri Haji Mohammad Najib bin Haji Abdul Razak suggested that organization should have at least 30% of women involved in executive level.

Organization can play a major role when it comes to promotion and also a barrier for women in their career progression. In an article published by The Star, career progression between men and women in top management level normally depend on the organization decisions. Furthermore, it was stated that there are only 7% of women in Malaysia that are members of the board. In news, the writer point out women argues that they have always been discriminated because even though both men and women have the same qualification, experience and skills but male

would always be preferred. The fact that most organization in Asia perceived that men are more capable than women thus organization will naturally choose men instead of women for the position of power. In Asia, having a woman as a CEO is not a norm and surprising to the general public.

1.3 Research Objectives

1.3.1 General Objective

Due to different research gaps stated above, the researcher would like to investigate how each variable in the research affect Malaysian women career progression. The overall objective for the research is to identify the relationship between those variables and Malaysian women career progression.

1.3.2 Specific Objective

1.3.2.1 To determine the influence of education toward Malaysian women career progression.

1.3.2.2 To examine the effect of gender discrimination toward Malaysian women career progression.

1.3.2.3 To proof the significant relationship between experience and Malaysian women career progression.

1.3.2.4 To highlight the significant impact of family toward Malaysian women career progression.

1.4   Research Questions

1) To find out the cause of gender imbalance in managerial positions workforce where women are the minority.

2) Identify the barriers that hindered women in their career progression.

1.5   Hypotheses of the Study

1.   H1: There is a significant relationship between education and Malaysian women in their career progression.

   H_0: There is no significant relationship between education and Malaysian women in their career progression.

2.   H2: There is a significant relationship between gender discrimination and Malaysian women career progression.

   H_0: There is no significant relationship between gender discrimination and Malaysian women in their career progression.

3. H_3: There is a significant relationship between work related experience and Malaysian women career progression.

    H_0: There is no significant relationship between work related experiences and Malaysian women in their career progression.

4. H_4: There is a significant relationship between family and Malaysian women career progression.

H_0: There is no significant relationship between education and Malaysian women in their career progression.

5. H_5: There is a significant relationship between education, gender discrimination, experience, family and Malaysian women career progression.

H_0: There is no significant relationship between education, gender discrimination, experience, family and Malaysian women career progression

1.6   Significance of the Study

This study can be contributed to women all over Malaysia in various industries they are involved in. This research will able to help women understand why the top management had overlooked them when there is a career advancement opportunity. This study might also help organization to be aware of the talent they are missing out on and what shall they do to be fair to women workers who deserve the same opportunity as their opposite sex workers.

1.7   Chapter Layout

Chapter One will provide an overall concept for this research. This chapter draws research problem based on researcher's research background. In addition, this chapter also explains research objective, research question and hypotheses.

Chapter Two will review on each independent and dependent variable. The researchers review on that relevant theoretical framework. The hypotheses will be

formed in chapter one are supported by the past research that done by other researcher.

Chapter Three is about the methodology that is being used for this study. It explains how research design, data collection method, sampling design, research instrument, constructs measurement, data processing, and methods of data analysis were done.

Chapter Four explains the result through statistical techniques such as Statistical Package for Social Sciences Version (SPSS) analyses. The analyses will explain the research question and hypotheses developed in Chapter One.

Chapter Five is the summary for all the descriptive and inferential analyses stated in Chapter Four. It discusses major findings of this study and provides useful implication for researchers and practitioners. The limitation of this study and recommendations for future research will be discussed in this chapter.

1.8   Conclusion

In conclusion, this part of Chapter One has laid down the foundation and the background for the research project. Besides, the analysts have also defined clearly the problem statement, research objective and research questions. The researchers further discuss the chapters mentioned in the following part of the study to explain and analyze their findings. Four important variables that act as barriers to Malaysian women career progression are discussed in the following chapter – Education, Gender discrimination, work related experience and Family. To make this study flow naturally, literature review from Chapter Two is always referred to Chapter One.

CHAPTER 2 LITERATURE REVIEW

2.0 Introduction

Chapter 2 will explain the rationales behind the selection of hypotheses based on the research topic. Different sources including journals and articles are reviewed to assist in the development of this literature review. Next, a conceptual framework and five hypotheses will be developed.

2.1 Review of the Literature

2.1.1 Career Progression

The traditional concept of 'career' was progression of an individual to go up an ordered hierarchy within an organization or profession of work. However, what used to define the concept of 'career' is now disjointed because of globalization and our constant exposure to ever changing technology (Watts, 2004). The researcher defined career development as a continuous process of progression through day-to-day learning and work. It is crucial that a lifelong learning should be driven by individuals simply because there were a system in place for schooling but not for lifelong learning.

Career development is defined as lifelong behavioral process and influence an individual which leads to work values, choice of occupations, creation of career pattern, decision making style, role integration, self and career identity and educational literacy (Anderson, 2007). The researcher argued that career succession of women is far more complex than for men because women frequently had to disrupt education and career preparation in order

to integrate work and family life. Women were facing a double-edged sword scenario, between working and fulfilling family obligation (Wentling, 1996).

In another study by Wentling & Thomas (2007), the research showed that women in the information technology (IT) field in the United States (US) agreed that continuous lifelong learning was a major factor of success in career development. Wentling & Thomas added that education was one of the most important factors to career development. However, they found out that there were obstacles in the career development in the IT field in the US such as work life balance, company politics and non-supportive managers. In addition, existence of 'glass ceiling' had a negative impact on career. Mordi, Adedoyin & Ajonbadil, (2011) defined 'glass ceiling' as failure for women in gaining entrance into the workforce and their failure to attain the highest management positions. In a study among Hispanic women in the US workforce, results showed that this group of women remains at the bottom pit of the organization hierarchy along with wages, labor participation, management positions and educational level in the US (Armijo, 2009).

According to Adekola (2011), career development involved an organized, formalized, planned effort to achieve a balance of organization's work force requirements. The researcher also defined career development as a lifelong process that involve attitudes or behavior that takes place in an individual's work life to achieve career goals. Career goal setting involves identifying career goals and career planning, as it is a key factor to career advancement process (Linge, Rensburg & Sikalieh, n.d.). Identifying career goals and career planning is the acquisition of information about career prospects because individuals advance themselves from the information on career advancement opportunity. Good quality career information is essential for good quality career development (Watts, 2004). Kumar & Meisel (2006), added to have a better career advancement opportunity, employees in the organization must take own initiatives and responsibilities in planning and

monitoring own goals. Other than individuals, organizations do play a part in providing more favorable career opportunities as employees will intend to stay longer and perform better if there are more opportunities given (Jaladdin, 2009).

Patton and McMahon (2006) discussed the meaning of career as the different occupations of a person throughout his or her life. Patton and McMahon also added that career development means the ability to continually choose among occupations that are available.

Career aspirations are influenced by factors such as gender, socioeconomic status, race, occupation, education level and parental expectations (Domenico & Jones, 2006). Gaining insight into career aspirations and career interests may be useful in expanding career options available to young women (Desirae & Karen). Mordi et al, (2011) argued that women with relatively low career aspirations might not be unrelated to the actual barriers to their career advancement. Besides that Mordi et al, (2011) added that based on a study among Nigerian women with regards to career advancement, result showed that there was a significant relationship between gender stereotype of woman manager and career aspiration.

2.1.2   Education

Education is the process of providing us the skill, knowledge and competence that we need. 'Education is the most important economic and social factor that will affect and predict a person's future' (as cited in Anderson, 2009, p.37)

The quality and level of education and training will have an impact on job knowledge and job option. (Anderson, 2009) Armijo (2009) also said, a person will get a better job security, higher position and higher salary with a

higher education level for example a degree. In a research done by Yirley (2009), she also said that higher education can grant a higher earning and higher career progression opportunity. It means, the return of higher education level in terms of financial will be higher due to higher salaries.   In addition, education not only helps us to gain knowledge but it is a way to get someone ahead whether to get a job or the opportunity to career progression or promotion (Wesley, 2008). Besides, the researcher said that education can let women be more competitive and gives more opportunity in their career progression. The researcher Wesley also said that women would get more opportunity in their career progression when they can combine their education with job-related experience. In the research done by Wesley, 100% out of 20 women respondents agreed that education is a barrier in their career progression.

A research done by Anderson showed that 56% out of 275 women respondents strongly agree that education had a significant impact and played an important role for women's career progression. In addition, women with higher education and training had greater success and opportunity to advance or promoted to executive level in an organization (Anderson, 2007). The result from a researcher Wentling (1996) stated that 70% out of 30 interviewees agreed that a master degree is necessary for women to be promoted to a managerial position. The reason is that with those qualifications, women are more competitive and have greater opportunity in an organization. We knew the importance of education for women in their career progression. Women will lose their competitiveness if they do not persuade a higher qualification. Women with higher education will be in line for promotion opportunity as opposed to women with no education.

According to a research done by Anderson, the knowledge and education on the relevant industry are also very important and will affect a woman's career progression. 66% out of 275 women respondent strongly agreed that

the knowledge, abilities and skill to the relevant industry are very important to women career progression. Apart from that, additional training or knowledge in management, human relations and other job-related area are also vital to women's career progression (Wentling, 1996). According to Wentling and Thomas (2007), not only relevant knowledge is important, but interpersonal skill also plays an important role in one's career progression. Besides relevant knowledge in the industry, the additional knowledge in other industries or fields are crucial as it might affect the types of opportunities women are exposed to in the progression of their career.

Women need to continue to be trained and gain additional knowledge that could help and assist them in their career progression. Continuous and life-long strive for success is a chief factor, which will help women in their career progression and for them to learn new things and adapt to the changes of the industries (Wentling and Thomas, 2007). Women have to continue their study in the related industry or attend any conference or talk that can be beneficial in their career progression. This will help them to be more competitive among peers and to stay relevant.

In the research done by Domenico and Jones (2006), they have a different view on education and career progression. The researcher said that education level of one's parents have influence on their children's career choice and career progression. The reason being, parents are always a child's role models. In addition, the researcher also said the education level will determine a person's working duration. Someone with a higher education will stay longer in the industry due to the knowledge that they have.

Education is an important strategy for a woman to progress in her career and increases her salary. In addition, strengthened public institution, college and university will help in future career progression (Harlan and Berheide, 1994). A strengthened education system will provide a more complete and

useful information or knowledge to students and this will help them in their future career progression.

2.1.3 Gender Discrimination

Gender discrimination is a reality women must face all over the world. It is one of the major obstacles for women's career advancement despite evidence showing that male and female are equal in terms of innovation, charismatic, visionary and other characteristic (Thanacoody, Bartram, Barker, & Jacobs, 2006). Many culture in the world believe that men has the first rights for the top managerial position and women who are in those position often has their power resisted because they are thought to not be good enough and not productive as the males (Mordi et al, 2011). From a male's point of view, they see themselves as more competent than women; therefore men are mostly to be considered for senior positions rather than female. Gender discrimination begins since childhood and such behavior are toughened during their learning process and it will further penetrate into our lives especially if religion has a role in it (Giroux, 1991).

Gender discrimination also known as sexism is present everywhere around the world no matter which country or what background you came from. According to Yusoff, Kassim, & Seenivasa (2011,p.363), "gender discrimination are unjust behaviors of employers against women in managerial selection, placement, promotion and training decisions". Putatunda (2011) stated that gender discrimination means people are treated differently because of their gender or sex (mostly women). Akhtar (2007) define gender discrimination as the role of individuals determined within a particular society.

Even when women have the skill, knowledge and ability that are equal or surpass to men they will still be overlooked because of the unjust behavior

of their employer. According to Harlan and Berheide (1994), those individuals who hold top positions are usually male and they seek to maintain their traditional rules and procedures related to recruiting, promoting and other practices that gave them an edge. As a result of gender discrimination, women are always left out when it comes to career advancement despite having similar or maybe higher level of education or experience.

Heins, Hendricks, & Martindale (1982) argued that traditionally, female children in a family get lesser education compared to male children who are encouraged by their family to pursue their career ambition. Thus genders differences have the greatest impact on occupational behavior because parents have conditioned the mindset of their children since they were young and the "education" that a male is superior than female will probably stick with them for the rest of their lives (Osipow and Fitzgerald, 1996). Schein (2001) stated people will naturally "think manager, think male" and this statement is how people think internationally. According to Auster (2001), management and leadership are always linked with male characteristics. People assumed that an effective leader should possess masculinity and not feminine characteristic.

There are more and more women entering the workforce than ever but there is no doubt that woman still have not moved up to the top management in a corporation. Marlow N.D., Marlow E.K. and Arnold V.A. (1995) claimed that in order for women to move up the corporate ladder, they must do a lot better than men, even though women have more responsibility for family than men. This shows that even though same development program has been offered to both male and female, a female must put an extra effort to gain their place in the corporation.

2.1.4   Work Related Experience

For the last two decades, women have cited lack of mentoring, managerial experience as their prime barriers for them to achieve advancement and promotion (Winn, 2004). Researcher also started to suggest that career related experience as one of the major consideration in investigating barriers that women faced in their career progression. They also believe that seniority and experience were key variable that deeply affect on women career progression and occupation discrimination (Wesley, 2008).

Work experience not only refer to a person's job related knowledge but it also consist of ability and particular skill that could gain from their career over a period of time (Kegans, 2006). Whereas, Dokko, Wilk and Rothbard (2009) are in opinion that work experience not only contain related skills knowledge but also a routine and habit that do not fit in the new organizational context that will limit the positive effect of prior experience to the performance in new organization. Tesluk and Jacob (as cited in Kegans 2006,p.324) "Our past and present experiences continuously affect the development and shape of knowledge, skills, attitudes, ambitions, beliefs, and behaviors" (p. 324). The research of Nevile (2004) show that works relevance and learning are two main factors that will contribute to valuable work experience that people can gain.

Previously, the measurement of job experience has been linked with seniority and tenure. According to Kegans, (2006) seniority refers to time period an individual accumulate in a particular position or roles during working with an organization, whereas tenure refers to retaining or holding certain resources or employment. Wesley (2008) claimed that work or job related experience allows people to be more familiar and understand about the organizational goals, objective and not only the organization system. Brizendine's study (as cited in Fletcher, 2009,p.42) also suggested that top talents are often at the age of 40s when they are being considered to have

enough work experience. In order to succeed, women rely heavily on support from mentor and experience to persist in their career path and overcome barrier from internal and external organization (Fletcher 2009).

Due to the reason that men have occupied the majority number of key positions in today's organization with some of them having the mindset that men are better than women in any situation, this results in unfair treatment, damaged morale and motivation for women workers. As a result, women who possess equal experience and capability with man are most unlikely to put additional effort or commitment towards the organization as they knew that their effort will not be recognized by the organization and they will not see the equivalent outcome with what they have contributed (Kirchmeyer, 2002).

In a study of career development among African American and Latina women, they found out that women faced difficulty as they lack of job experience and some academic skills (Deleon, 1996). This happened all the time as many of organizations still set a certain limit in level of education, job experience and skills that a worker actually own before they can be promoted or hired by the organization (Harlan and White Berheide, 1994). However, prior work experience not only brings positive effect that improve performance but also negative effect through norm and cognitive mechanism that lead to rigidities in behavior and way of doing things (Dokko et al 2009). For example, workers who have extensive experience that were gained from a particular job or previous career tend to be more rigid, overconfident, follow their own way of doing things and resisted to changes that are implement by the organization.

Work experience could deeply affect one's work performance, development and ethic. Kegans (2006) conducted a research regarding the relationship between work experience and work ethic characteristic. A total of 513 nursing students were representing a population of 900 in Kegans's

research. The respondents were from 4 different classification levels which include freshman, sophomore, junior and senior at 3 different universities. 50 descriptor items have been used to describe each of the 4 work ethic characteristics, which is considerate, ambitious, dependable and cooperative. Four hypotheses have been developed to investigate the relationship between independent variable and dependent variable. However, after the measure and research, all the results that were generated from the research failed to reject any hypotheses out of 4. This also indicated work experience does not have the ability to predict the development of work ethic characteristic considerate, ambition, dependable and cooperation.

In another research done by Isabel (2003), the researcher investigated the importance of individual, interpersonal and organizational variable for women's career promotion in the banking industry in Australia. Work experience was one of the important factors has been investigated under individual (human capital) variable. Years of work experience can enhance a person's knowledge and skills. Work experience is an essential factor that must be possessed by an individual in order to reach the top of corporate ladder as provided by McCall (1998) (as cited in Isabel, 2003, p.239). A confidential survey was distributed to 1,346 women in banking industry in non-management and management positions. However, the response rate of the survey was 65.2 per cent, which meant 848 questionnaires were returned. Isabel (2003) had developed a hypothesis to investigate the positive relationship between work experience and the dependent variable managerial advancement. In conclusion, the result of the research showed that work experience and training were considered to be the most important factor that could affect career advancement in the banking industry.

2.1.5   Family

Family is defined as joint family sharing a single household in which there is at least one adult who has biological or legal relationship with another person in the household.

Family responsibility had continued to create barrier for women's career progression (Lirio, 2007) especially for women with marital status and childcare. Family responsibility is one of the factors that can influence women career progression (White, 2003). This is because women had to choose between family responsibilities and endeavor to hold top management positions (Valentova, 2005).

According to Jacob (1999), a woman with family should be at home to tend to the family, as this is her main responsibility. Usually, women worked for a period of time after they had completed their studies, before they get married and before they build their own family. Whenever women decided to re-enter into the labor force after marriage, they seek for a job that have lesser commitment which offer lower wages compared to others (Curran, 2001).

Apart from that, women faced career barrier as they begun to consider starting a family (Makell-Pretz and Hopkins, 1997). According to Wise and Bond, 2003 a survey method was used to understand career barriers that women faced in the workplace. The researcher invited 103 women workers with executive rank at Sagamax Company for a survey. From 103 women executives, 78 respondents returned their surveys but only 75 responses are usable. From the results, the researcher found 48 per cent of women resigned because of family responsibility. Besides that, 62.7 per cent of women strongly agreed that they have less opportunity on career advancement because of family responsibility. So, family responsibilities had the most significant barrier by women according to the survey.

According to Stockard (1990), work-family conflict is one of the factors that have an impact on women's career progression. Women's disability to balance their work life and family responsibility increased their job pressure. In the research of Tlaiss and Kauser, the studies shows that married women had more responsibility and are less likely to concentrate on their career compared to single women.

According to Segal (2005), married women with children put their family first rather than anything else. This is because the imbalance of work life and family cause difficulties in coping with competitive trend in the labor workforce (Lopez-Claros & Zahidi, 2005). Women believed if they were single, they would most likely be more focused on their careers. (Al-Lamki, 1999; Moghadam, 1992). Kelly and Marin (1998) pointed out that organizations give less opportunity to married women compared to single women.

Glenice Wood (2011) has conducted a research regarding married women with family impacted their career progression. In a research between Malaysia and Australia's middle managers, it was shown that both countries agreed that women who take on the responsibilities of childcare were the major barriers for women career progression. Based on an open-ended questionnaires survey, it was cited that family responsibility is more suitable for women. This is because women are able perform childcare need better than men.

In another research done by Kargewell (2008), it investigated the gender dilemma of the work-life balance. Work and family interface is one of variable that caused barrier to women's career progression. The researcher selected 22 women managers and 26 senior men managers both form Federal Ministries (Health and Education) in Sudan for the survey. The

result from the survey summarized that married and unmarried group of women manager will put their family as their priority before their job.

Another research done by Cross (2009) indicated family responsibility negatively effects women's advancement in organization. In the survey, the researcher selected 30 middle levels, women manager in Iris Business Top 100 companies list to participate in the study. The result showed that women having children had significantly influenced women's career advancement.

2.2   Review of Relevant Theoretical Models

2.2.1 Education

Many researchers suggested that education was a barrier to women career progression. Education level will have an impact on job knowledge and will have impact on career progression. (Armijo, 2009; Yirley, 2009; Wesley, 2008). According to a researched done by Wentling (1996), a master degree was necessary for women to promote in managerial position. Wentling and Thomas (2007) said that other field knowledge also played important roles in women career progression. Besides, the researcher also said continuous and life-long learning will have impact or help women in career progression.

2.2.2 Gender Discrimination

Women have been treated unfairly in their hunt for managerial positions and because of this many researchers suggested that gender discrimination is a barrier to women career progression. According to Yusoff, Kassim, & Seenivasa (2011) gender will decide whether they get promoted or not.

Bosses will not take women employee seriously when it comes to promotion matters even though both male and female contribute to the organization differently (Nieva & Gutek, 1981). Fox and Hesse-Biber (1984) noted that the beliefs of women employee are unstable and unreliable is one of the harmful discrimination. Therefore no matter how well or how educated women employee may be, they will always be discriminated by their employers who have unfair behavior.

2.2.3 Work Relate Experience

According to researched from Sumner and Werner (2001) claimed that work experience not only provide know how but also effective communication skills and better understanding regarding the business. Work related experience is one of the key factors that will deeply effect on women career progression. It will assist women in career advancement and promote to higher position (Patricia, 2009). Prior work experienced also provides the opportunity for knowledge acquisition. (Dokko et. Al., 2009) in the researched of Kirchmeyer (2002) concluded that men's experienced are more valuable as compare to women. This also means that experienced of women and men will be perceived differently.

2.2.4 Family

Family has always been something that stopped women from taking job offers by employers. (Sharon, Suzanne Vaughan, Anne Statham, 1987). Women received less job offers because the concerned job might influence family responsibility. According to Cross (2009), women take maternity leave will have a great impact on her career advancement. They will be away during pregnancy leave, hence they would miss out a lot of things that might have influence on their career development such as training. According to Tharenou (2005), a woman who has young children might

damage their career progression because they will focus most of their time on them. According to Valdez, & Gutek (2005), career progression of working women will be affected if family responsibility are equally important.

2.2.5 Career Progression

According to Valdez & Gutek (2005), he pointed out that few factors can impact women career progression and forced them to change career. In another research by Foster, Whysall & Harris (2007), two major factors that limits women career progression in organization are educational level and family concern. Houseknecht & Macke (1981) also pointed out that employee status, education, and family responsibities will limits women career progression as well. However in researched done by Winn (2004), managerial experience affect women from getting promoted the most. Aside from that Schein (2001) indicated people around the world perceived men as the most ideal candidate to hold manager position in an organization but not women. Most of the research studies indicated that educational level, work related experience, family responsibilies and gender discrimination had impact on women career progression.

2.3   Proposed Theoretical Framework

The framework show the relationship between four independent variable and dependent variable that use to analyze the relationship between education, gender discrimination, work related experience and family with women career progression.

INDEPENDENT VARIABLE   DEPENDENT VARIABLE

| Education |

H1

| Gender Discrimination |

H2

| CAREER PROGRESSION |

| Work related Experience |

H3

H4

| Family |

H5
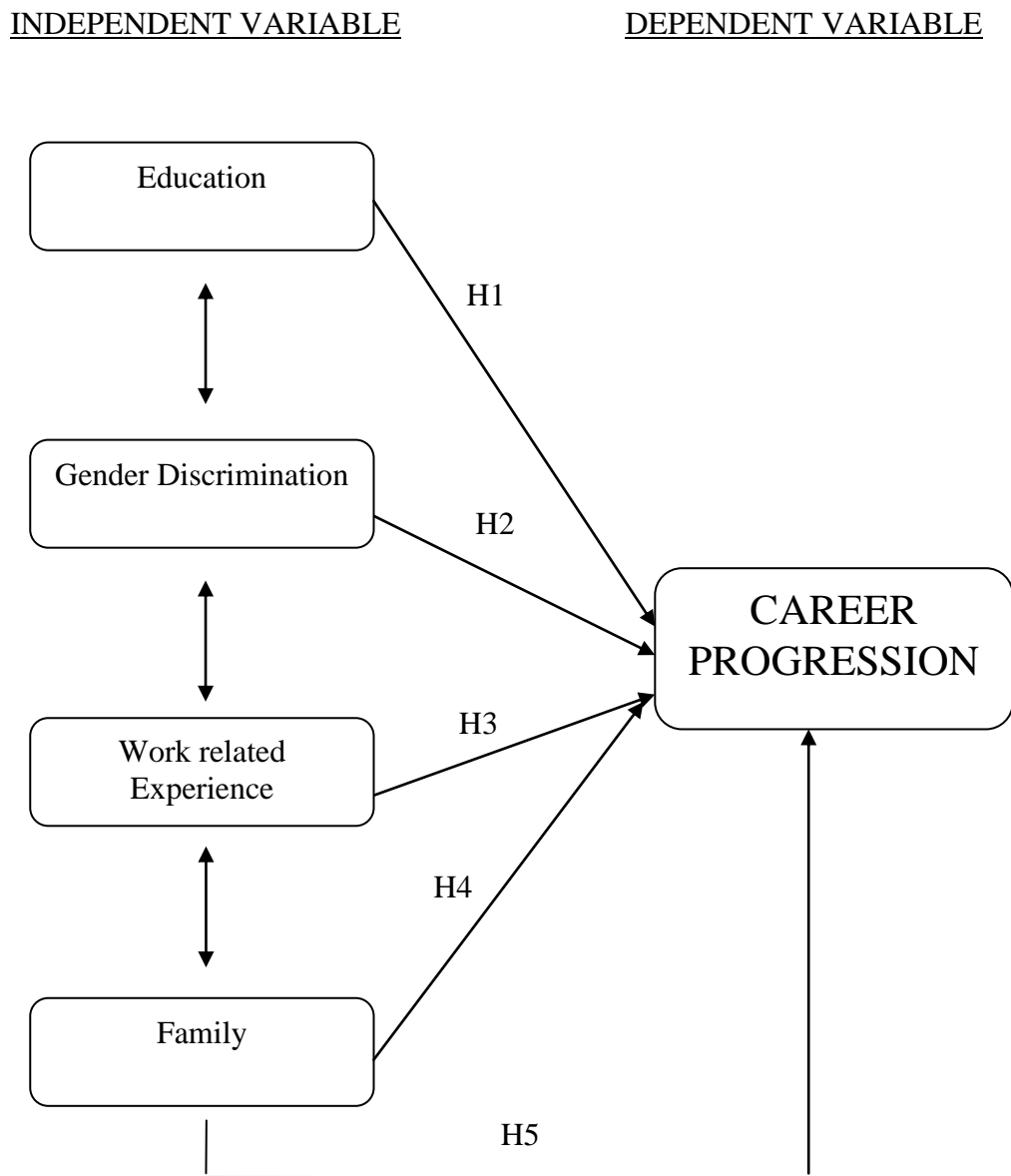
2.4 Hypotheses Development

2.4.1 Education

Regarding the relationship between education and women career progression, few researchers had proved that education was a barrier to women career progression. Education can make women become more knowledgeable and more competitive in their career progression (Armijo, 2009 ; Yirley, 2009 ; Wesley, 2008 ; Wentling, 1996 ; Wentling and Thomas, 2007).

Accordingly, we hypothesized that:

H_1: There is a significant relationship between education and women career progression.

2.4.2 Gender Discrimination

The proposed framework specifies the relationship between gender discrimination and women career progression. Gender discrimination is the main issues that are stopping women from their career progression chances (Harlan and Berheide, 1994; Schein, 2001; Auster, 2001; Mordi C., Adedoyin H., & Ajonbadi H., 2011; Giroux, 1991).

Accordingly, we hypothesized that:

H_2: There is a significant relationship between gender discrimination and women career progression.

2.4.3 Work Related Experience

There are a few studies that support work experience was a barrier to women career progression. Career related experience or job related experience and seniority in the organization was factors that affect women in their career progression (Wesley, 2008; Kegans, 2006; Kirchmeyer, 2002; Deleon, 1996; Harlan and White Berheide, 1994).

Accordingly, we hypothesized that:

H_3: There is significant relationship between experience and women career progression.

2.4.4 Family

For the relationship between family and women career progression, there are a few literature that proved that family was a barrier to women career progression. Family as a barrier because married women with children do not handle their work life and family responsibility well (White, 2003; Lirio, 2007; Stockard, 1990; Segal, 2005; Kelly, 1998; Marin, 1998; Catalyst, 2007).

Accordingly, we hypothesized that:

H_4: There is a significant relationship between family and women career progression.

2.5   Conclusion

Throughout Chapter 2, five hypotheses have been developed based on the literature review. The research will be continued with hypotheses testing and the research methodology will be discussed in Chapter 3.

CHAPTER 3: RESEARCH METHODOLOGY

3.0   Introduction

This research intent to investigate the barriers and obstacles women faced in career progression. Meanwhile, research methodology had been developed and it involves description on how this research being conducted in term of research design, data collection methods, sampling methods, data processing and etc. In order to gain data and information regarding our research, we come out with a set of questionnaire to gather information from our respondents.

3.1   Research design

This study is a quantitative research that investigates the relationship between dependent variable (women career progression) and independent variables (education, gender discrimination, work related experience and family). These methods can accurately specifying both the independent variable that under investigation. Furthermore, Causal research has been used to identify the reasons behind the barriers women faced in their career advancement.

3.2   Data collection method

There are two types of data for research purpose which are primary and secondary data. Burns and Bush (2003) stated that the type of data needed and pre-set research design determine the method of data collection used.

3.2.1 Primary Data

In this research, the primary data used questionnaires to collect data. The questionnaire was divided into four-types of questions for target respondent. We have conducted this survey to get cooperation and immediate clarification from respondents. The questionnaire will aid us in getting feedbacks, comments and suggestions from respondents for this research. So, questionnaire was distributed to working women to gather their response.

3.2.2 Secondary Data

The researcher has collected secondary data from different source, including academic and professional journal, articles and Internet searching. Secondary data widely use in research study because it was inexpensive and less time consumed to collect data. Secondary data might not be adequate because the information gain might not be exactly the result we needed, thereby questionnaire is necessary in this research.

3.3 Sampling Design

There are five steps under sampling design which are determining the target population, sampling frame and location, the sampling element, sampling techniques and determining the sampling size of respondent.

3.3.1 Target Population

Target population is the group of people that researcher interested to get relevant information for research purpose. In this research, a random sample of Penang working women from different industry such as banking, manufacturing, retail service and health care was selected. The reason we choose this target population is because we want to examine the opinions of Malaysian women on career progression. There are three major areas had been selected as location to distribute questionnaire. Bishop Street or known as 'banking streets' was being selected because it is one of the longest streets in Penang. There are numerous banks such as HSBC, CIMB and OCBC banks located at the street which enable researcher to identify potential respondents. Secondly, Free Trade Area (FTZ) has been selected as there consist of various type of factories include Plexus corporation, Robert Bosch Sdn Bhd, DHL and etc which provided a huge number of respondents for this research. In order to make sure questionnaire only fill by respondents who are qualified (working women), interviewer will clarify with respondents before they are given questionnaire to answer (if they are our targeted responded).

3.3.2 Sampling Frame and Sampling Location

The research sampling location is in Penang. The questionnaires will be distributed to women that are working in Penang. Penang is our target population as according to Chief Minister Mr. Lim Guan Eng: Penang has improved impressively in recent year in term of foreign direct investment. (The Star, 2011) Furthermore, many foreign organizations choose to move their business into Penang and this could directly increase the amount of workers as well as respondents. Due to the increase of FDI, data from Penang statistics 2011 also indicated that the unemployment rate of 2011 decreases from 3.4% to 2.9%. In addition, data from Department statistics

(as cited in Penang Statistics), Malaysia also shown that there is an increase in population in Penang especially female which 820,800 as compare to male 780,800 over total number 1,611,600. In order to investigate whether Penang women have faced career progression barrier, respondents were giving appropriate time to complete the questionnaires.

Sources: Socio-Economic & Environmental Research Institute.

Table 3.1 Penang Population

No:	Area	Populations ('000)
01	North-East District (Timur Laut)	520.9
02	South-West District (Barat Daya)	220.4
03	Central Province Wellesley (Seberang Perai Tengah)	312.9
04	Northern Province Wellesley(Seberang Perai Utara)	393.4
05	Southern Province Wellesley(Seberang Perai Selatan)	162.2

Source: Malaysian-Explorer (n.d.), Retrieved February 22, 2012 from http://www.malaysian-explorer.com/penang-government.html

3.3.3 Sampling Elements

In this sampling element, women that were working in Penang will be selected randomly to complete our questionnaire. The reason is we want to examine to factor that restricted women in their career progression.

3.3.4 Sampling Technique

In this study, researcher has chosen non-probability sampling technique. According to Malhotra (2010, p. 379), non-probability sample may yield good estimates of the population characteristics. Four types of non-probability sampling are convenience, judgment, quota and snowball. Researcher had use convenience due to time constraints and then no need to list of population. So, total of 200 questionnaires will be distributed to our target respondent around Penang.

3.3.5 Sampling Size

The sample size that we determine is 200.

3.4 Research Instrument

Questionnaires are chosen as the research instrument for this study to collect data from working women at Penang area. A printed form questionnaire covering all five variables had been distributed. The reason we use printed form questionnaire was because it allow us to distribute questionnaire face to face and make further clarify if they have any inquiry.

Pilot test is conducted before a larger sample of 200 respondents to test whether the questionnaire is reliable and make correction or adjustment if any error found in questionnaire. 35 questionnaires was prepared and distributed to the target

respondents. This questionnaire was being distributed at Georgetown area and collected back on the spot after respondents completed all the questions. Data that is collected will be keyed into SPSS.

3.5 Constructs Measurement (Scale and Operational Definitions)

Operational defines the process of indentifying scales that correspond to variance in a concept. According to Sekaran & Bougie, 2010, a scale may use to check your weight, provide a range of values that correspond to different values in the concept being measured. So, the primary scale of measurement can be dividing in four categories which are nominal scale, ordinal scale, interval scale and ratio scale.

According to Lake (n.d.), a nominal scale is measurement scales which number are assigned to an object or classes for object for identification or classification purpose only. In this study, nominal scale using to design the questions in Section A and Section C.

Level of measurement

Nominal scale was used in Section A for question 1, 3, and 4and Section C for questions 1 and 6 the most element level of measurement. In addition, researcher also uses ratio scale in question 2.

Example (Nominal scale):
Your organization have standard requirement for promotion?
- ☐ Yes
- ☐ No

Example (Ratio scale):

Percentage of women who hold senior management positions in your organization?

☐ Below 10%

☐ 10 – 20%

☐ 21 – 30%

☐ 31 – 40%

☐ Above 40%

Interval scale have both nominal and ordinal properties, but they also capture information about differentiate in qualities of the concept. Interval Scale such as The Likert scale is designed to examine how strongly subjects agree or disagree with the statements on a five-point scale which consists of ranging from "strongly disagree=1" to "strongly agree=5". This scale is used in designing the questions in Section B in the questionnaire.

Example (Interval scale):

	SD	D	N	A	SA
The limited managerial position prevents me from getting promoted.	1	2	3	4	5

In addition, ordinal scales also using to designs the questions in Section A and Section C questionnaire. Ordinal scale was in Section C for question 3, 4 and 5, it will allow answer from respondents to be arranged in order based on how much of some concept that can possess.

Example (Ordinal scale)

Highest level of education completed.

☐   SPM

☐   Diploma/Certificate

☐   Bachelor Degree

☐   Master Degree

☐   Doctorate

Other (please specify)_____

3.6   Data Processing

The questionnaires collected have to be check by the researcher in order to identify out missing data. Questionnaire that we collected from respondents, researchers need to undergo the process of checking, coding and editing data. Checking is carried out to look for any error or missing data. After the checking process, process of editing data goes on to examine whether the data have any illegal code, omission or illogical response. Lastly, number will be assigned to participants' response in coding process so that it can be entered into the software proceed further with result.

3.7   Data Analysis

Data obtained in this study will be analyzed using SPSS. Data obtained will also be subject to both descriptive and inferential statistical analysis methods. Commonly descriptive statistics include frequency counts, range, means, modes, median scores, and standard deviations. The graphs and charts will also applicable in descriptive statistics. Pertaining to inferential statistics, two statistical inferential tools will be adopted; both are Pearson Correlation Analysis and Multiple Regression Analysis.

3.7.1 Descriptive Statistic

Descriptive analysis is tolls that can be used to transform the data collected from questionnaire into the output that can be easily understand and

interpret. Average, frequency distribution, and other information will be use to represent the respondents personal detail. Furthermore, clear and simple graphic analysis is constructed for each of demographic factors of our research sample.

3.7.2 Scale Measurement

Reliability test is carried out using SPSS to ensure that the questionnaire is free from random error and are able to yield consistent result. It also means that similar result will obtain over time and across the situation. The reliability of each measure was assessed by coefficient alpha using the SPSS as indicate in Table below:

Table 3.2: The Rule of Thumb for Cronbach‟s Alpha Coefficient Value

Alpha Coefficient Range	Strength of Association
<0.60	Poor
0.60 to <0.70	Moderate
0.70 to <0.80	Good
0.80 to <0.90	Very Good
0.90	Excellent

3.7.3 Inferential Analysis

We use inferential analysis to analyze the data obtained from respondents. The types of inferential statistic we used are Pearson Correlation Analysis and Multiple Regression Analysis.

3.7.3.1 Pearson Correlation Analysis

Correlation Analysis is a technique for investigating how strongly pairs of variables are related, for example height and weight. (CRS, 1982). Pearson Correlation Analysis is measures the strength of the liner relationship between two variables. (UME,2007). Besides that, Pearson Correlation Analysis is an appropriate for interval-scale variable. Since, our questionnaire both variables were used interval-scale (metric) to design questions in Section B. In our research, Pearson correlation is used to measure the relationship between the both variables which is measure by using Likert-scale in our questionnaire. The Pearson Correlation is used to measure one out of four independent variable which is (1) education (2)Gender discrimination (3) experience and (4) family. Career progression is the dependent variable. The following table has showed the features of Pearson correlation analysis.

Table 3.3: Features of Pearson Correlation Analysis, r

Pearson Correlation, r	Value
Perfect Positive Correlation	+1.00
Strong Positive Correlation	0.50 to 0.99
Moderate Positive Correlation	0.30 to 0.49
Weak Positive Correlation	0.01 to 0.29
No Correlation	0
Weak negative Correlation	-0.01 to -0.29
Moderate Negative Correlation	-0.30 to -0.49
Strong Negative Correlation	-0.50 to -0.99
Prefect Negative Correlation	-1.00

Source: Pearson" s correlation coefficient, Retrieved June 4, 2011, from http://www.purpledreams.com/~mike/math_studies_11/statistics_08.pdf

3.7.3.2 Multiple Regression Analysis

Multiple Regression Analysis is used in a situation where one or more independent variable is hypothesized to affect one dependent variable. (Berger, E.D, n.d). To use this analysis, the scale measurement must be using metric scale, especially Likert scale. A Multiple regression equation shows the relationship as follow:

$$Y = a + b1X1 + b2X2 + b3X3 + \ldots\ldots\ldots$$

For this research, below are the equations that show the relationship between independent variables that influencing Malaysian women career progression:

Career progression= a + b1 Education + b2 Gender discrimination+ b3 Work Related Experience + b4 Family

All the variables in this research are measured using the Likert scales. Therefore, Multiple Regression Analysis is more appropriate to analyze independent variables and its relationship with dependent variable. The result will let them know whether the four independent variables are significantly explaining career progression.

3.8 Conclusions

In conclusion, researches design, data collection, sampling design, research instrument, construct measurement scale, data processing and data analysis had been laid out throughout chapter 3.

This chapter will attempt to examine the relationship between independent variable (education, gender discrimination, work related experience and family) and dependent variable (women career progression). A total of 200 questionnaires were printed and distributed to working women in Penang area to collect data. The data that been collected will be analyze using SPSS version 16. Researcher will use the data that obtained from the result to determine the validity of the hypothesis.

CHAPTER 4: RESEARCH RESULT

4.0   Introduction

This chapter discusses the result gained from the questionnaires which are completed by the respondents, starting with descriptive analysis, scale measurement, and lastly inferential analyses.

4.1   Descriptive Analysis

4.1.1 Respondent Organization Information

4.1.1.1 Working Industry

Figure 4.1 Working Industry
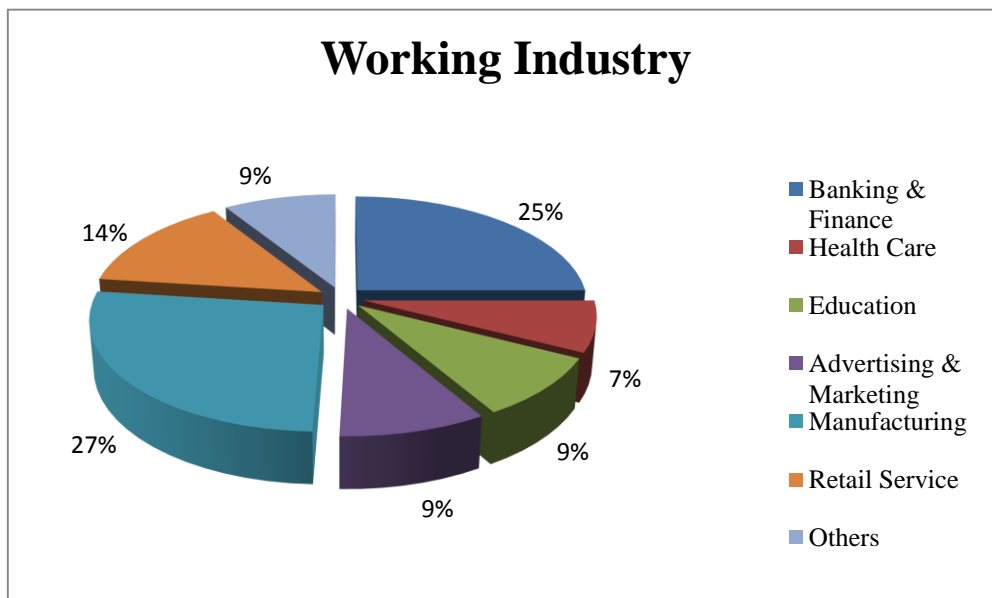
Sources: Developed for the research

Figure 4.1 shows the working industry of the respondents. Out of the total respondents (N=200), 50 respondents (25%) are from the Banking & Finance industry, 15 respondents (7%) from Health Care industry, 18 respondents (9%) from Education industry, 18 respondents (9%) are from Advertising & Marketing industry, 53 respondents (27%) from Manufacturing industry, 28 respondents (14%) from Retail Service industry and 18 respondents (9%) are from Others industry. Details of the result are shown in Appendix 4.1.

4.1.1.2 Women Senior Management

Figure 4.2 Women Senior Management
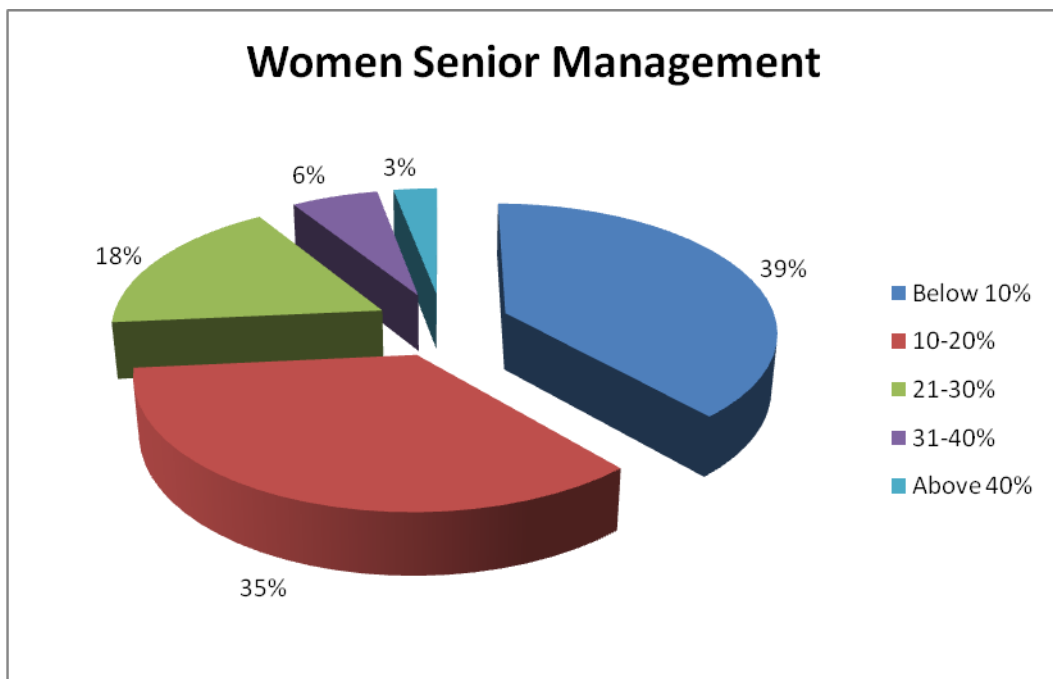
Sources: Developed for the research

Figure 4.2 shows the percentage of women who hold senior management position in respondent's organization. Out of the total respondents (N=200), 77 respondents (38%) shows that there are less than 10%, 70

respondents (35%) shows that there are 10-20%, 35 respondents (18%) shows that there are 21-30%, 12 respondents (6%) shows that there are 31-40% and 6 respondents show that there are more than 40% of women senior management in their organization. Details of the result are shown in Appendix 4.2.

4.1.1.3 Standard Requirement

Figure 4.3 Standard Requirement
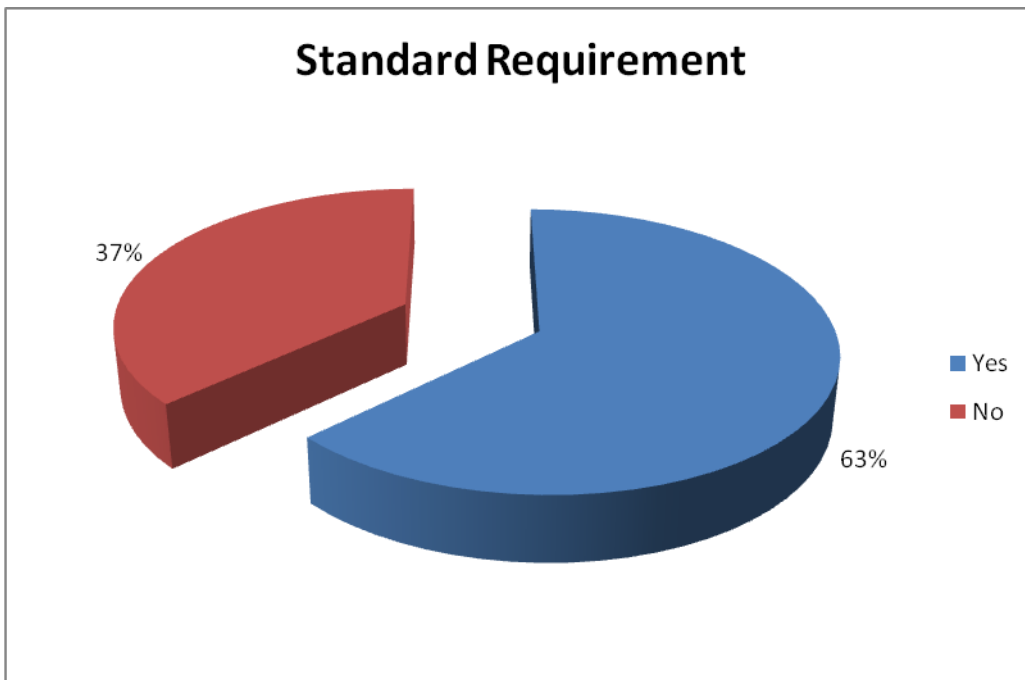
Sources: Developed for the research

Figure 4.3 shows the standard requirement in the organization of the respondents. Out of the total respondents (N=200), 126 respondents (63%) said there are standard requirements for promotion and 74 respondents (37%) said there are no any standard requirements for promotion. Details of the result are shown in Appendix 4.3.

4.1.1.4 Type of Organization

Figure 4.4 Type of organization
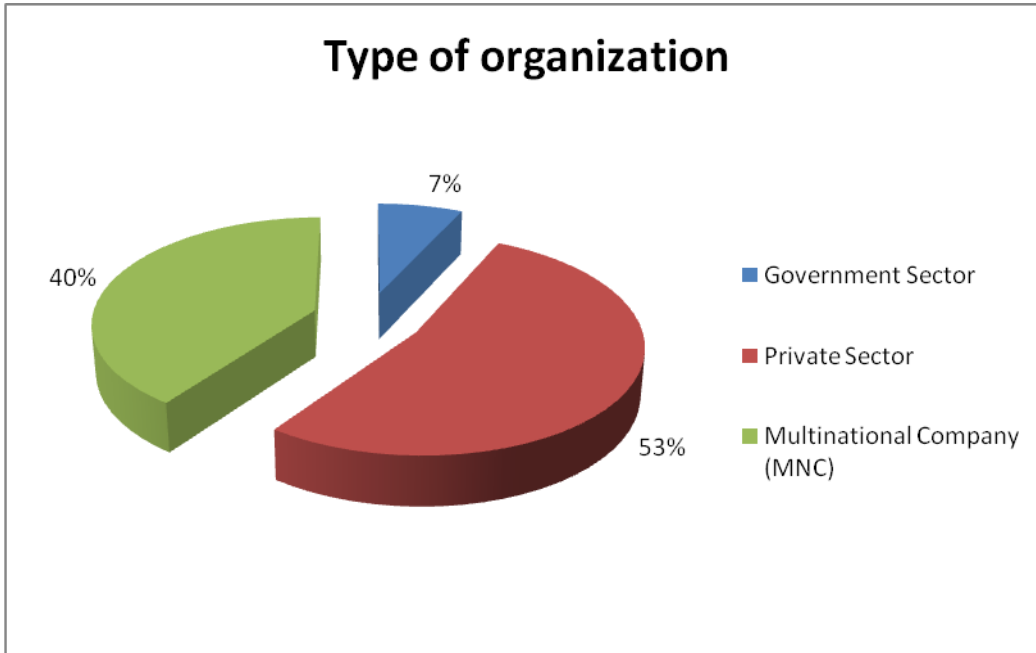
Sources: Developed for the research

Figure 4.3 shows the type of organization of the respondents. Out of the total respondents (N=200), 14 respondents (7%) are from government sector, 106 respondents (53%) are from private sector and 80 respondents (40%) are from multinational company (MNC). Details of the result are shown in Appendix 4.4.

4.1.1.5 Marital Status

Figure 4.5 Marital Status
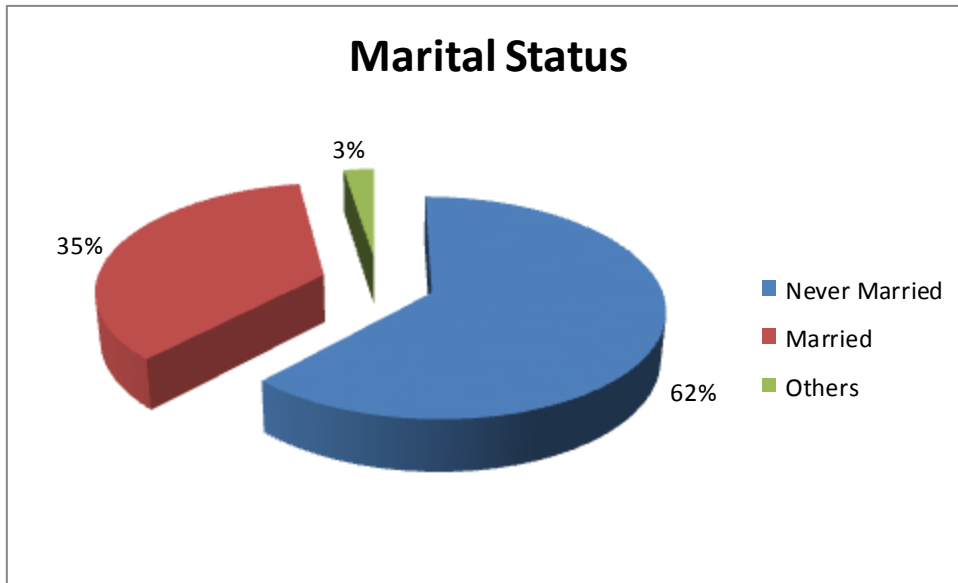
Sources: Developed for the research

Figure 4.5 shows the marital status of the respondents. Out of the total respondents (N=200), 124 respondents (62%) are never married, 71 respondents (35%) are married and 5 respondents (3%) show others. Details of the result are shown in Appendix 4.5.

4.1.1.6 Race

Figure 4.6 Race
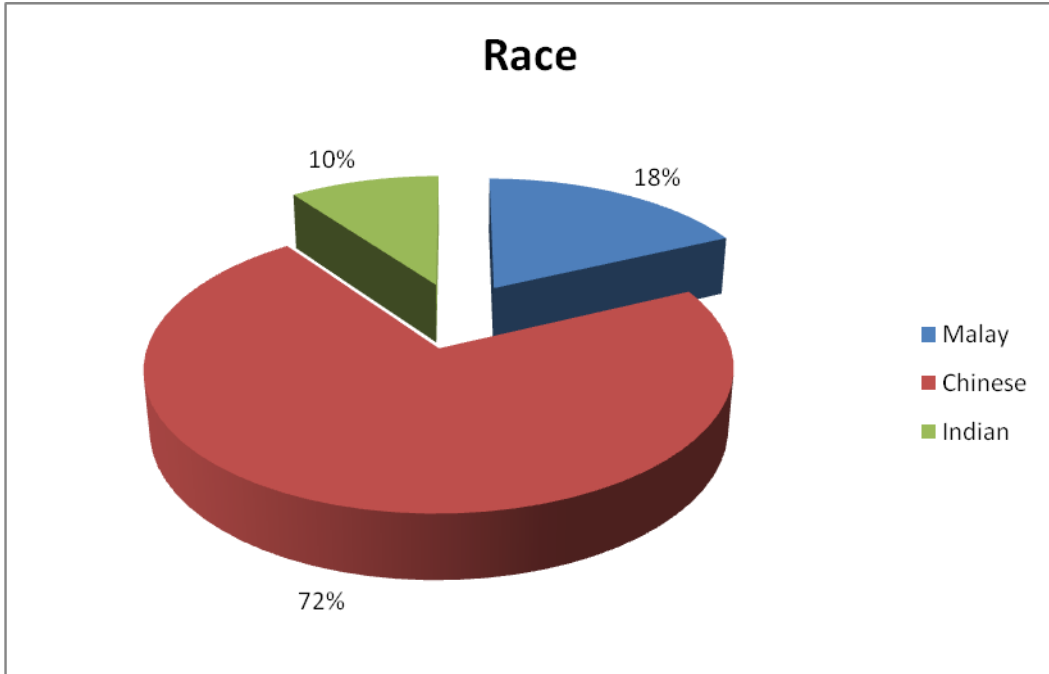
Sources: Developed for the research

Figure 4.6 shows the race of the respondents. Out of the total respondents (N=200), 36 respondents (18%) are Malay, 144 respondents (72%) are Chinese and 20 respondents (10%) are Indian. Details of the result are shown in Appendix 4.6.

4.1.1.7Age Group

Figure 4.7 Age Group
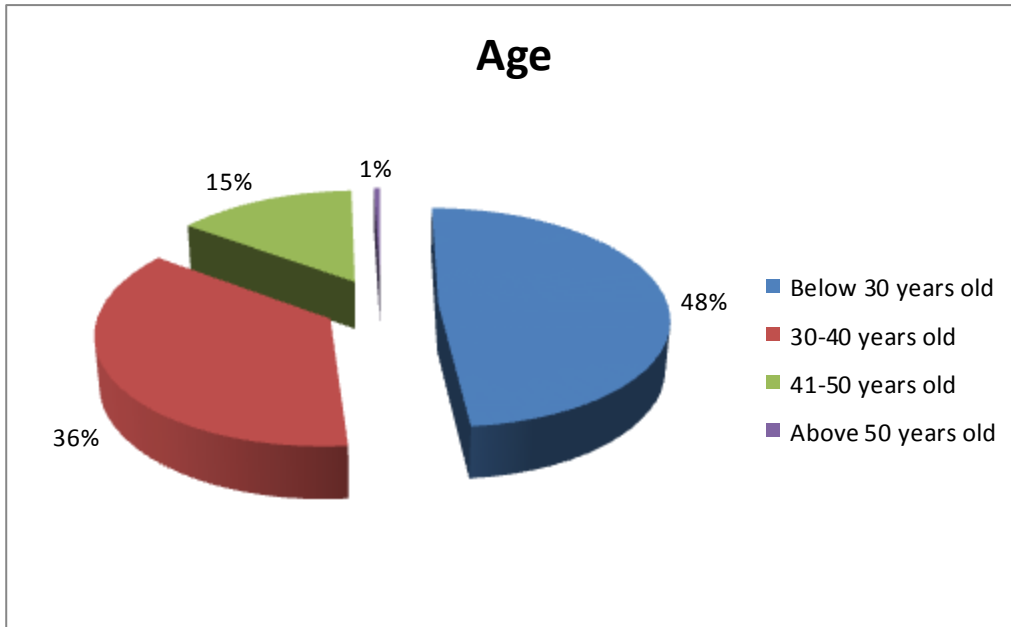
Sources: Developed for the research

Figure 4.7 shows the age group of the respondents. Out of the total respondents (N=200), 96 respondents (48%) are below 30 years old, 73 respondents (36%) are between 30-40 years old, 29 respondents (15%) are between 41-50 years old and 2 respondents (1%) are above 50 years old. Details of the result are shown in Appendix 4.7.

4.1.1.8 Working Experience

Figure 4.8 Working Experience
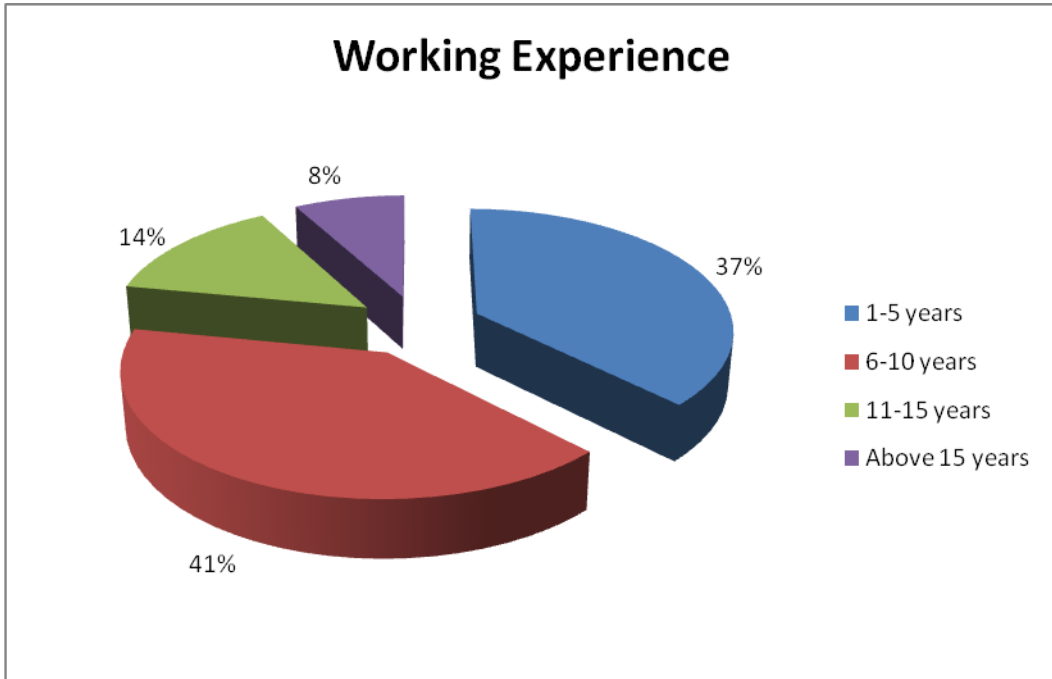
Sources: Developed for the research

Figure 4.8 shows the total years of working experience of the respondents. Out of the total respondents (N=200), 74 respondents (37%) acquire 1-5 years of working experience, 82 respondents (41%) acquire 6 -10 years of working experience, 28 respondents (14%) acquire 11-15 years of working experience and 16 respondents (8%) acquire above 15 years of working experience. Details of the result are shown in Appendix 4.8.

4.1.1.9 Highest Education Level

Figure 4.9 Highest Education Level
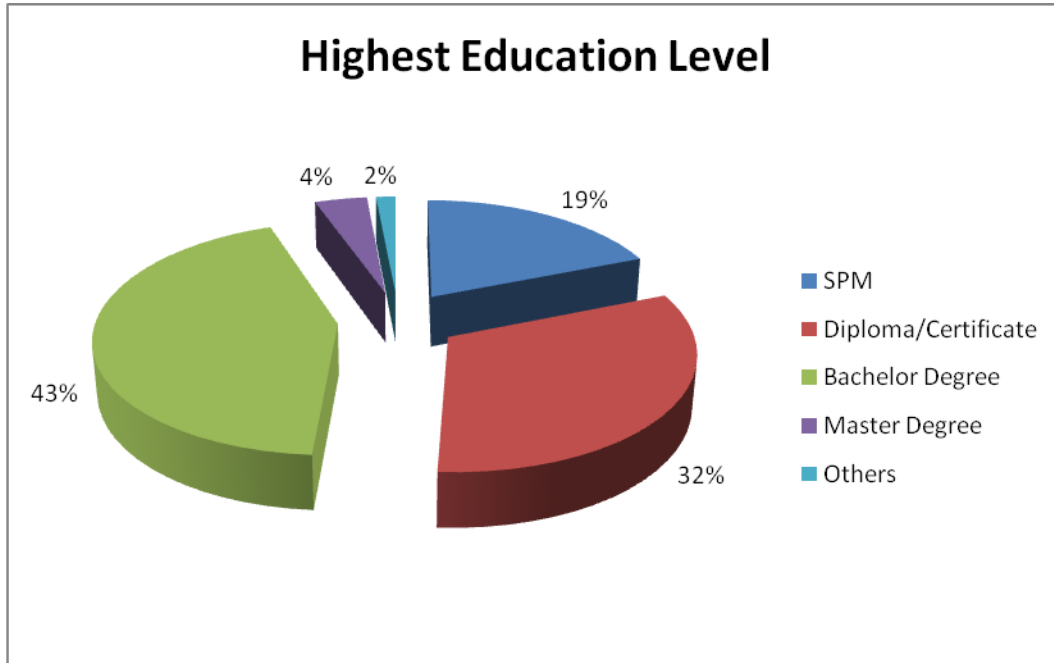
Sources: Developed for the research

Figure 4.9 shows the highest education level of the respondents. Out of the total respondents (N=200), 38 respondents (19%) obtaining SPM level, 64 respondents obtaining Diploma/ Certificate, 87 respondents (43%) obtaining Bachelor Degree, 8 respondents (4%) obtaining Master Degree and 3 respondents (2%) obtaining Others. Details of the result are shown in Appendix 4.9.

4.1.1.10 Current Position

Figure 4.10 Current Position
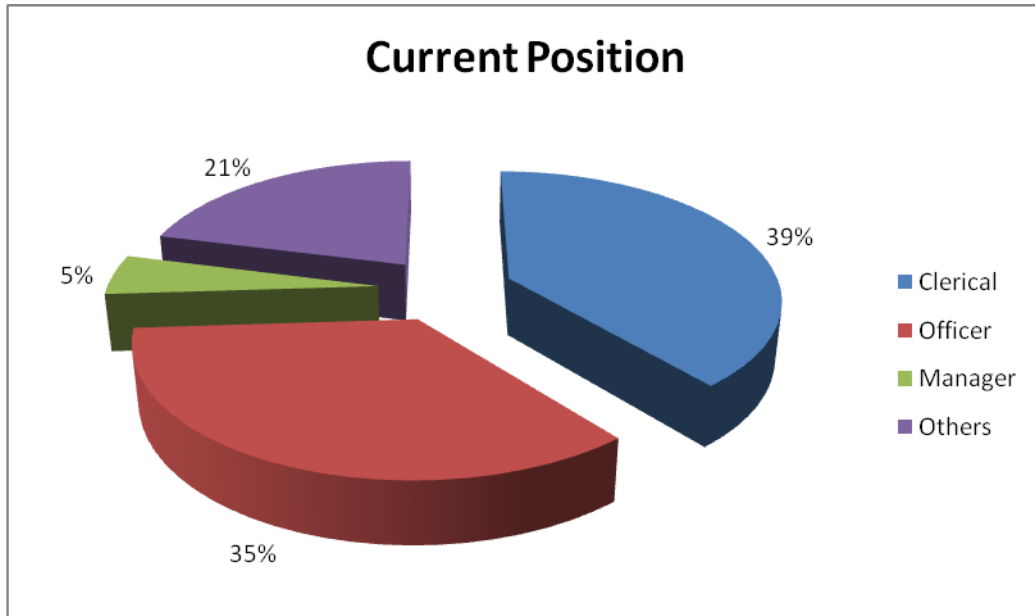
Sources: Developed for the research

Figure 4.10 shows the current position hold by the respondents. Out of the total respondents (N=200), 78 respondents (39%) hold the position as clerical, 71 respondents (35%) hold the position as officer, 10 respondents (5%) hold the position as manager and 41 respondents (21%) indicates others. Details of the result are shown in Appendix 4.10.

4.1.2 Central Tendency Measurement of Constructs

Central Tendencies is a measure that tells us where the middle of a bunch of data lies. The purpose of using central tendencies is for making comparisons between groups of individuals or between sets of figures.

4.1.2.1 Education

Table 4.1: Summary of Central Tendency for Education

No	Education	SD	D	N	A	SA	Mean	Rank
1	In order to be promoted to managerial position, a woman must have high level of education.	3%	41%	18.5%	28%	9.5%	3.0000	3
2	In promoting a woman to managerial position, my organization has a set of minimum requirements to education achievement.	9.5%	30.5%	30.5%	23%	6.5%	2.8650	4
3	High education level means higher chance to get	7%	28%	25%	31.5%	8.5%	3.0650	2

| 4 | Attending additional courses will enhance a woman promotion opportunity. | 3% | 32% | 26.5% | 27.5% | 11% | 3.1150 | 1 |

Source: Developed for the research

According to the table 4.1 question 4 was showed highest ranked mean=3.1150. 32% of the respondents disagree with the statement and 27.5% of the respondents agreed with the statement. In rank 2, 28% of the respondents disagree with question 4 followed by 31.5% of the respondents agreed. The question achieved means of mean=3.0650. In rank 3, it achieved means of 3.0000. 41% of the respondents disagreed with the statement while 28% of the respondents actually agreed with the statement. The last ranking at 4 of mean=2.8650, 30.5% of the respondent eventually disagree with the question and 23% of the respondent agreed with it. Details of the result are shown in Appendix 4.11.

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4.1.2.2   Gender Discrimination

Table 4.2: Summary of Central Tendency for Gender Discrimination

No	Gender Discrimination	SD	D	N	A	SA	Mean	Rank
1	My organization does not promote me to	14.5%	30%	16%	28.5%	11%	2.9150	4

	high position because I am a woman.							
2	With the same knowledge, a man has the advantage to gain promotion in work.	9%	37.5%	18.5%	28.5%	6.5%	2.8600	6
3	A man receives more support from organization's top management in performing his work.	13%	22%	21.5%	29%	14.5%	3.1000	1
4	A male staff is perceived by my organization to be a better candidate than a female staff for promotion.	10%	33%	17%	30.5%	9.5%	2.9650	2
5	My organization has a different promotion standard for evaluating a man and a woman.	11%	30%	24.5%	21.5%	13%	2.9550	3

| 6 | If men and women have the same level of education, men have higher chance to gain promotion. | 13% | 29.5% | 23% | 22.5% | 12% | 2.9100 | 5 |

Source: Developed for the research

According to the table 4.2 question 3 was showed highest ranked mean=3.1000 22% of the respondents disagree with the statement and 29% of the respondents agreed with the statement. In rank 2, 33% of the respondents disagree with question 4 followed by 30.5% of the respondents agreed. The question achieved means of mean=2.9650. In rank 3, it achieved means of 2.9550. 30% of the respondents disagreed with the statement while 21.5% of the respondents actually agreed with the statement. Question 1 is rank at 4 of mean=2.9150, 30% of the respondents eventually disagree with the question and 28.5% of the respondent agreed with it. The question 'If men and women have the same level of education, men have higher chance to gain promotion' are at rank 5 with mean=2.9100, with 22.5% of the respondent agreed with the statement while 29.5% of the respondent responded likewise. At rank 6 also question 2 with mean=2.8600, 37.5% of the respondent agreed with the question and 28.5% of the respondent disagreed with it. Details of the result are shown in Appendix 4.12.

4.1.2.3 Work Related Experience

Table 4.3: Summary of Central Tendency for Work Related Experience

No	Work Related Experience	SD	D	N	A	SA	Mean	Rank
1	Work related experience plays an important role in a woman career progression.	4.5%	25%	24%	34.5%	12%	3.2450	1
2	Work related experience is a valuable asset to woman when it comes to promotion.	4.5%	23.5%	24.5%	38%	9.5%	3.2450	1
3	Man and woman with similar work related experience normally are given same promotion opportunity.	12%	38%	22%	20.5%	7.5%	2.7350	3
4	Previous work experience is a requirement for woman to be promoted.	12.5%	35.5%	28.5%	18%	5.5%	2.6850	4

5	Mentoring help woman in their career progression.	17%	49%	18%	13.5%	2.5%	2.3550	5

Source: Developed for the research

Table 4.3 show five statement for work related experience. The statement 'Work related experience is a valuable asset to woman when it comes to promotion' and 'Work related experience plays an important role in a woman career progression' both have the same and highest mean of 3.2450. 25% and 23.5% of the respondents agreed with both the statement respectively while 34.5% and 38% disagreed with the statement respectively. Question 3 is at rank 3 with the mean=2.7350, 20.5% of the respondent agreed with the question and 38% of the respondent responded likewise. Ranked at 4 with the mean=2.6850, 35.5% of the respondent disagreed with the question while 18% respondent disagreed with it. The statement 'Mentoring help woman in their career progression' has the lowest mean of 2.3550 and is rank at 5 with 49% of the respondent disagree with the statement and 13.5% respondent actually agreed with the statement. Details of the result are shown in Appendix 4.13.

4.1.2.4 Family

Table 4.4: Summary of Central Tendency for Family

No	Family	SD	D	N	A	SA	Mean	Rank
1	Having young children at home is an obstacle to woman progression in work.	2.5%	20%	20%	42.5%	15%	3.4750	1
2	Between career promotion and a family commitment, a woman usually choose family care.	2.5%	16%	30.5%	41.5%	9.5%	3.3950	3
3	A woman career opportunity will be affected by the number of maternity leaves she take.(i.e. the more leaves, the less opportunities.)	2%	18%	21.5%	49.5%	9%	3.4550	2
4	Women with young children find it difficult to concentrate in their work.	4%	25.5%	23%	39.5%	8%	3.2200	4

Source: Developed for the research

Table 4.4 shows four statements of Family. The statement 'Having young children at home is an obstacle to woman progression in work' obtains the highest mean of 3.4750 with 20% respondent disagreed and 42.5% of the respondent agreed with the question. Ranked at 2 with the mean=3.4550, 49.5% of the respondent agreed while 18% respondent disagreed with the statement. The second question is rank at 3 with mean=3.3950, with 16% of the respondent disagree and 41.5% of the respondent agreed with the question. Lastly, the question 'Women with young children find it difficult to concentrate in their work' obtains the lowest mean of 3.2200 is rank at 4. 39.5% and 25.5% of the respondent agreed and disagreed with the statement respectively. Details of the result are shown in Appendix 4.14.

4.1.2.5 Career Progression

Table 4.5: Summary of Central Tendency for Career Progression

No	Career Progression	SD	D	N	A	SA	Mean	Rank
1	The limited managerial position prevents me from getting promoted.	6%	26%	23%	28%	17%	3.2400	1
2	There are fewer female managers than male managers in my	10.5%	25.5%	25.5%	32%	6.5%	2.9850	2

	organization.						
3	Self-improvement in related industry will help in career progression.	9.5%	27.5%	28.5%	28.5%	6%	2.9400	3
4	The rapid change of technology had impact on my career advancement opportunity.	11.5%	31%	25.5%	19.5%	12.5%	2.9050	4

Source: Develop for the research

According to the table 4.5 question 1 was showed highest ranked mean=3.2400. 26% of the respondents disagree with the statement and 28% of the respondents agreed with the statement. In rank 2, the question 'There are fewer female managers than male managers in my organization' 25.5% of the respondents disagree with question followed by 32% of the respondents agreed. The question achieved means of mean=2.9850. In rank 3, it achieved means of 2.9400. 27.5% of the respondents disagreed with the statement while 28.5% of the respondents actually agreed with the statement. The last ranking at 4 with mean=2.9050, 31% of the respondent eventually disagreed with the question and 19.5% of the respondent agreed with it. The question asked would be 'The rapid change of technology had impact on my career advancement opportunity'. Details of the result are shown in Appendix 4.15.

4.2 Scale Measurement

4.2.1 Normality Test

The following table shows the summary of reliability statistic for five independent variables and one dependent variable.

Table 4.6: Summary of Normality Test

N	Valid	35
	Missing	0
Skewness		-.264
Std. Error of Skewness		.398
Kurtosis		-.223
Std. Error of Kurtosis		.778

Source: Developed for the research

According to Table 4.6, the skewness and the kurtosis is of negative. The skewness of mediating variable is -0.264 and standard error of skewness 0.398. The kurtosis -0.223 and standard error of kurtosis is 0.778. These show that the data is normally distributed. Data is not normally if the values of skewness and kurtosis are greater than 3 or less than -3 (Abrams, 2007). A negative skewness shows that the tail on the left side of the probability density is longer than the right side and has a flatter distribution. Details of the result are shown in Appendix 4.16.

4.2.2 Reliability Analysis

The following table shows the summary of reliability statistics for the independent variables (education, gender discrimination, work related experience and family) and one dependent variable (career progression). All items used in each variable will involve in this reliability test.

Table 4.7: Summary of Reliability Statistics

No.	Construct	Cronbach's Alpha	Number of Items
1	Education (IV1)	0.827	4
2	Gender Discrimination (IV2)	0.724	6
3	Work Related Experience (IV3)	0.814	5
4	Family (IV4)	0.901	4
5	Career Progression (DV)	0.748	4

Source: Developed for the research

According to Table 4.7, the Cronbach's alpha value of education is 0.827, gender discrimination is 0.724, work related experience is 0.814 and family is 0.901. From table 4.8, all Cronbach' alpha value for each constructs are more than 0.70. This concludes that all items in each constructs of this study show stable and consistent results. Details of the result are shown in Appendix 4.17.

4.3 Inferential Analyses

4.3.1 Pearson Correlation Analysis

Table 4.8: Summary of Pearson Correlation Analysis

		Career Progression (DV)
Education (IV1)	Pearson Correlation	-0.123
	Sig. (2-tailed)	0.082
Gender Discrimination (IV2)	Pearson Correlation	0.287**
	Sig. (2-tailed)	0.000
Work Related Experience (IV3)	Pearson Correlation	0.183**
	Sig. (2-tailed)	0.009
Family (IV4)	Pearson Correlation	-0.188**
	Sig. (2-tailed)	0.08
Career Progression (DV)	Pearson Correlation	1
	Sig. (2-tailed)	0.000

** Correlation is significant at the level 0.01 level (2-tailed).

*Correlation is significant at the level 0.02 level (2-tailed).

Source: Developed for the research

According to Table 4.8, gender discrimination has the strongest positive relationship with career progression. (r = 0.287). Work related experience (r = 0.183) has the second strongest positive relationship with career progression. Education (r = - 0.123) and family (r = -0.188) show negative relationship between career progression. Details of the result are shown in Appendix 4.18.

4.3.2 Multicollinearity

Table 4.9: Summary of Partial Correlation

Control Variable			Education (IV1)	Gender Discrimination (IV2)	Work Related Experience (IV3)	Family (IV4)
Career Progression (DV)	Education (IV1)	Correlation	1			
		Significance(2-tailed)	-			
	Gender Discrimination (IV 2)	Correlation	0.085	1		
		Significance(2-tailed)	0.235	-		
	Work Related Experience (IV3)	Correlation	0.127	0.037	1	
		Significance(2-tailed)	0.074	0.063	-	
	Family (IV4)	Correlation	0.091	-0.049	0.006	1
		Significance(2-tailed)	0.202	0.488	0.634	-

Source: Developed for the research

According to Table 4.9, the intercorrelations amongst all independent variables are low as a result of their coefficient values which are lower than

0.90. This shows that there are no correlations between independent variables. Details of the result are shown in Appendix 4.19.

4.3.3   Multiple Regression Analysis

Table 4.10: Model Summary

Model	R	R Square	Adjusted R Square	Std Error of the Estimate
1	0.388[a]	0.150	0.133	0.84103

a. Predictor: Education, Gender Discrimination, Work Related Experience , Family

b. Dependent Variable: Career Progression
    Source: Developed for the research

According to Table 4.10, R_2 for this model is 0.150. This means that 15% of the variation dependent variable (career progression) can be explained by the four independent variable (education, gender discrimination, work related experience and family). Details of the result are shown in Appendix 4.20.

Table 4.11: Analysis of Variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.384	4	6.096	8.618	0.000[a]
	Residual	137.928	195	0.707		
	Total	162.312	199			

a.   Predictor: Education, Gender Discrimination, Work Related Experience, Family

b.   Dependent Variable: Career Progression

Source: Developed for the research

According to Table 4.11, the F value is 8.618 with a 0.000 significance level.   Thus, the overall regression model for these four predictor (education, gender discrimination, work related experience and family) has worked well in explaining the variation in career progression.   Details of the result are shown in Appendix 4.21.

Table 4.12: Summary of Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.610	0.430		6.0688	0.000
Education, IV1	-0.134	0.066	-0.137	-2.043	0.042
Gender Discrimination, IV2	0.239	0.060	0.264	3.963	0.000
Work Related Experience, IV3	0.223	0.088	0.170	2.549	0.12
Family,IV4	-0.162	0.077	-0.141	-2.109	0.036

a. Dependent Variable: Career Progression

Source: Developed for the research

By looking at Table 4.13, an equation can be formed to find out the significance of each independent variable.

Equation:

Career Progression = 2.610 + (-0.134) E + 0.239GD + 0.223WRE + (-0.162) F

According to the equation above, gender discrimination and work related environment have a significant positive relationship with career progression. Education and family has significant negative relationship with career progression.

Gender discrimination has the highest influence on career progression. The reason was every one unit which increases in gender discrimination, it will increase a total of 0.239 of barrier career progression by holding other independent variable constant. Next, is the work related experience (β = 0.223). While education (β = -0.134) and family (β =- 0.162) has negative impact on career progression. Family has the lowest impact where each unit increases; career progression will then decrease 0.162 units by holding other independent variables constant. Details of the result are shown in Appendix 4.22.

Education

$H_{0:}$ There is no significant relationship between education and Malaysian women career progression.

H_1: There is significant relationship between education and Malaysian women career progression.

Education is significant to predict dependent variable (career progression) for this study since its p-value, 0.042 is < 0.05. Therefore, H_1 is supported by evidence.

Gender Discrimination

H_0: There is no significant relationship between gender discrimination and Malaysian women career progression

H_1: There is significant relationship between gender discrimination and Malaysian women career progression

Gender discrimination significant to predict dependent variable (career progression) for this study since its p-value 0.000 is < 0.05. Therefore, H_1 is supported by evidence.

Work Related Experience

H_0: There is no significant relationship between work related experience and Malaysian women career progression.

H_1: There is significant relationship between work related experience and Malaysian women career progression.
Work related experience is no significant to predict dependent variable (career progression) for this study since its p-value 0.12> 0.05. Therefore, H_1 is not supported by evidence.

Family

H$_0$: There is no significant relationship between family and Malaysian women career progression

H$_1$: There is significant relationship between family and Malaysian women career progression

Family is significant to predict dependent variable (career progression) for this study since its p-value $0.036 < 0.05$. Therefore, H$_1$ is supported by evidence.

Figure 4.11: Normal Probability Plot of Regression Standardized Residual
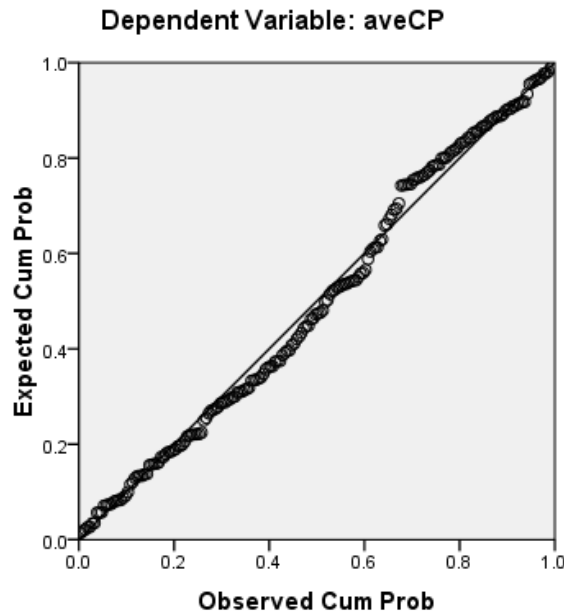
Source: Developed for the research

According to graph 4.1, the plot shows that the estimated equation; 2.610 + (-0.134) E + 0.239GD + 0.223WRE + (-0.162) F is almost linearly related. All independent variables (education, gender discrimination, work related experience and family) are almost linearly related to the dependent variable (career progression) Details of the result are shown in Appendix 4.23.

4.4 Conclusions

In this chapter, demographic characteristic has been analyzed by using frequency. All the independent variables were measured on their central tendencies. The reliability test proved that all variables of this study provided consistent and stable results. Pearson Correlation and Multiple Regression Analyses had been measure and indicated that there are significant relationships between independent variable and dependent variable in this study. Major findings, implications of study, limitation of the study recommendation will be discussed in detail in next chapter.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.0 Introduction

This chapter would further elaborate for the finding based on previous chapter result obtained. The purpose for this chapter is to analyze and discuss the finding in this study by summarized the statical analyses, discussion of major finding across literature, implications of the study, limitations of the study and recommendations for future research.

5.1 Summary of Statistical Analyses

5.1.1 Descriptive Analysis

5.1.1.1 Respondent Demographic Profile

For this research 200 respondents were targeted.

Based on analysis of respondents' demographic profile in Chapter 4, majority of respondents are never married with significant percentage of 62% compare to respondents that married and other categories which only consists of 35 % and 3 % respectively. In addition, the respondents from this research consist of 3 different races which are Chinese, Malay and Indian. Chinese respondents consist of 72% following by Malay with 18% and Indian with only 10%. Many respondent falls into the age group below 30 years old with 48%. Age group between 30-40 and 41-50 years old occupied by 36% and 15% respondents respectively. Only small portion of respondents belong to the age group of more than 50 years old. In

extent of working experience, 59 % of respondents had working experienced between 1-5 years where as the lower percentage of working experience falls into 8% respectively. In education field, many respondents are Bachelor Degree with 43% whereas the lowest percentage for education falls into other category (8%) which consists of primary school, PMR or didn't complete their study. Majority of the respondents currently holding clerical position is 39% and only small portion of respondents who holds manager position (5%).

5.1.1.2 Central Tendencies Measurement of constructs

In the factor of education, 'Attending additional courses will enhance a woman promotion opportunity.' scored the highest mean (3.1150) while 'in promoting a woman to managerial position, my organization has a set of minimum requirements to education achievement.' scored the lowest mean (2.8650). Meanwhile, 'High education level means higher chance to get promoted.' scored the highest standard deviation (1.10311) while' Attending additional courses will enhance a woman promotion opportunity.' scored the lowest standard deviation (1.07122)

In the factor of Gender Discrimination 'A man receives more support from organization's top management in performing his work' scored the highest mean (3.1000) while 'With the same knowledge, a man has the advantage to gain promotion in work' (2.8600). Furthermore, 'My organization does not promote me to high position because I am a woman' has the highest standard deviation (1.26809). 'With the same knowledge, a man has the advantage to gain promotion in work' has the lowest standard deviation (1.12549)

In the factor of Work related Experience, 'Work related experience is a valuable asset to woman when it comes to promotion' and 'Work related experience plays an important role in a woman career progression' has the highest mean (3.2450). 'Mentoring help woman in their career progression' has the lowest mean (2.3550). Meanwhile, 'Man and woman with similar work related experience normally are given same promotion opportunity' has reaches highest standard deviation (1.14074). 'Mentoring help woman in their career progression' reaches lowest standard deviation (0.99697).

In the factor of Family, 'Having young children at home is an obstacle to woman progression in work' obtains the highest mean (3.4750). 'Women with young children find it difficult to concentrate in their work' obtains the lowest mean (3.2200). Meanwhile, 'Having young children at home is an obstacle to woman progression in work' has the highest standard deviation (1.05114) while 'Between career promotion and a family commitment, a woman usually choose family care' has the lowest standard deviation (0.95052).

In the factor of Career Progression, 'The limited managerial position prevents me from getting promoted' obtain the highest mean (3.2400). The rapid change of technology had impact on my career advancement opportunity' obtain the lowest mean (2.9050). 'The rapid change of technology had impact on my career advancement opportunity' has the highest standard deviation (1.20967) while the statement 'Self- improvement in related industry will help in career progression' has the lowest standard deviation (1.08734).

5.1.2 Scale Measurement

According to table 4.12, the highest Cronbach's alpha value among all variable is family which scored 0.901 while the second highest alpha value is education which scored 0.827. Furthermore, work related experience and gender discriminate achieved scored of 0.814 and 0.724 respectively. All variables are considered as good internal-consistency reliability because they scored more than 0.7. Details of the result are shown in Appendix 4.17.

5.1.3   Inferential Analyses

5.1.3.1 Pearson Correlation Analysis

According to table 4.13, there is a positive correlation with 2 of the variable which is Gender Discriminate and Work Related Experience. Gender Discriminate has the strongest positive relationship with Career Progression (0.287); while Family has the weakest level with the value of -0.188. In addition, the table also indicates that p-value of all independent variable are less than 0.05 unless education factor with the value of 0.082. Details of the result are shown in Appendix 4.18.

5.1.3.2 Multicollinearity

As shown in table, all coefficient values are less than 0.9 which also mean that the intercorrelations between 4 independent variables are low. None of independent variable being removes from this study. Details of the result are shown in Appendix 4.19.

5.1.3.3 Multiple Regression Analysis

The studies have achieved R2 (0.150) which also mean that 15.0% of the variation in the dependent variable can be explained by four independent variables. F value for this model is 8.618 with 0.000significant level.

Equation: Career Progression= 2.610 + (-0.134) E + 0.239GD + 0.223WRE + (-0.162) F

5.2 Discussions of Major Findings

5.2.1 First Hypothesis

H_1: There is a significant relationship between education and women in their career progression

Based on the result in chapter four, it show education has negative relationship between education and women career progression. The researcher obtained a significant P value at 0.042<0.05 which is significant. Therefore, education is one of the factor can affect women career progression. Organization would like to promote women with higher education. Higher education will enhance the opportunity of women to gain promotion.

5.2.2 Second Hypothesis

H_1: There is a significant relationship between gender discrimination and women career progression.

In the result, hypothesis 3 shows that there is a positive relationship between gender discrimination and women career progression. In result, gender discrimination is a most significant p value $0.000<0.05$. Gender discrimination is one of important factor for women career progression. Nowadays, most of organizations prefer to promote male. Many organizations choose male rather than female because organization believe male have more ability and confidence than female. Furthermore, organization will offer more training opportunity to men. In addition, women will feel discriminate when women and men have same education and experience but organization would prefer men. Women argue that maternity leave can impact women career progression.

5.2.3 Third Hypothesis

H_0: There is no significant relationship between work related experience and women career progression

From the result of study, there is a positive relationship experience and women career progression. For this result, the researcher obtain p value $0.12>0.05$ which is no significant relationship between work related experience and career progression. In the result, evidence shows that work related experience is not important factor to women career progression. Experience can be develop through working and is not necessary solely depend on experience.

5.2.4 Fourth Hypothesis

H_1: There is a significant relationship between family and women career progression

From the result, there is a negative relationship between family and women career progression. Therefore, family can affect women career progression. The reason is women have to look after their family especially young child and elder people. Women think family is more important than their career.

5.2.5 Fifth Hypothesis

H_0: There is no significant relationship between education, gender discrimination, work related experience, family and Malaysian women career progression.

Hypothesis 5 shows that there is a no relationship between education, gender discrimination, work related experience, family and Malaysian women career progression.

5.3   Implication of the study

5.3.1 Managerial Implications

The purpose of this research project is to determine the barriers to Malaysian women career progression. Many researchers have done this topic but most of them research on countries other than Malaysia. Thus, this study is based on the previous researcher's paper in other countries. This will be the reference to working women who seek career advancement to get a better understanding on the factor that stops them from getting the promotion. Consequently, employers need to be aware of the factor to identify the talent in their organization.

There is a positive relationship between gender discrimination and barriers to Malaysian women career progression. This means that every one unit increase in gender discrimination will increase 0.239 units of barrier to Malaysian women career progression with the condition of other independent variables remain constant.

The finding suggested that the organization should not look down on women because they are equally capable as men. If organizations are capable of providing the same support they gave to men, women surely will be equally successful as men.

There is a positive relationship between work related experience and barriers to Malaysian women career progression. This means that every one unit increase in work related experience will increase 0.223 units of barriers to Malaysian women career progression with the condition of other independent variables remain constant.

Organization should give chances to women in their organization so they can gain precious experience that can help them advance further. Job related knowledge such as ability and skill gain from doing a particular job will be develop if organization were to give them a chance. Furthermore working women should take opportunity of learning new skill when given the chances and not hesitate. This will not only boost employee morale but also improve the organization as a whole.

There is a negative relationship between education and barriers to Malaysian women career progression. This means that every one unit increase in education will decrease 0.134 units of barrier to Malaysian women career progression with the condition of other independent variables remain constant.

Thus, Malaysian women have confident about their education level and believe that education would not be a barrier for them. Besides, Malaysian women do not take into consideration of the training provided by their organization. This is because, Malaysian women will take on the opportunity to go training when given and they will seek initiative to increase their knowledge when given the time. So education is not a major issue that is stopping them from promotion.

There is a negative relationship between family and barriers to Malaysian women career progression. This means that every one unit increase in family will decrease 0.162 units of barriers to Malaysian women career progression with the condition of other independent variables remain constant.

These results indicate that family is not stopping Malaysian women from reaching to the top of organization chain of command. This is because, Malaysian women believe that they are able to care for the family as well as achieve career progression. This also shows that Malaysian women are able to manage their time nicely. There are also childcare centers or maid to be hired if they are unable to take care of their family. So family is not a major issue that is stopping them from promotion. Details of the result are shown in Appendix 4.22.

5.4   Limitation of the Study

It should be noted that these limitations are acknowledged and they do not divert the significance of findings. They merely provide platforms for future studies.

5.4.1 Sample Size

Larger samples tend to generate better outcome and minimize the error probability (Osborne, Jason, & Anna, 2004). The sample size of 200 respondents may be insufficient to represent the total population of working women in Malaysia because working women consist of 35.5% of total labor force in Malaysia according to World Bank report publish in year 2010 and the total labor force is 11,999,920 in year 2009. Aside from that from our 200 respondent there are only 20 Indian respondents and 36 Malay respondents, the other 144 are Chinese respondent. Hence, the research outcomes may be unable to represent the opinion of the total population of Malaysian women.

5.4.2 Limitations of Secondary Sources

There are insufficient studies which are done locally if compared to the foreign countries. Therefore, foreign studies and journals are used and they may not be applicable to the local context. Furthermore, it is very difficult to gain access to certain secondary data due to limited budget since a fee is required to purchase them.

5.4.3 Sampling Bias

Sampling bias cannot be avoided since the questionnaires were distributed during lunch hours and there are some respondent that would not entertain the questionnaires. Although some respondents will fill up the questionnaires, but they might simply fill up or imitate their colleague's answers. Bias occurs when the selected sample does not accurately represent the whole population. Selection bias may occur due to a flaw in the sample selection process.

5.4.4 Limited Time

Due to time constraints and limited budgets we are not able to cover all 13 states in Malaysia. The questionnaires were only distributed to Penang working women in which this cannot represent the entire female population of Malaysia.

5.5 Recommendations of Future Research

Limitations of studies make issues unclear. Hence, future researchers who intend to do further studies in Malaysian women career progression need to cover more locations that are not covered by us in order to increase the validity of future research.

Questionnaire's feedback based on the most reliable and logical method within limitation is advice to be collected by future researchers. This is to ensure a more

convincing result as it covers the opinions of people from all around the region of research. Take Brunei for example, as it is a small country, researchers can go over all districts of Brunei and distribute questionnaires to selected sample. As for Big country like India, future researchers need to select wisely the areas that able to represent the opinions from people all around India.

Sample size of research is a matter that will influence the result yield from the research as well. The greater the sample sizes of respondents, the more reliable the result is. Thus, future studies should involve 1000 or more respondents because according to Comrey and Lee (1992) 1000 respondents and above is considered as outstanding sample size. A discussion box should be added into questionnaire survey to acquire extra information or opinion from respondent. This can show unanticipated opinions from respondents towards this study. Those opinions may help to improve the overall result of the research.

Future researchers should also consider other sectors that are not focus by our studies such as government sector.

Result of the study will also be highly depending on sampling technique uses in research. Future researchers need to determine the most suitable sampling technique in order to reach the targeted sample to yield more accurate and reliable result for research.

5.6 Conclusion

This chapter begins with the summary of statistic analysis (descriptive and inferential analysis). Next is the major finding which discusses the results of the hypotheses. A managerial implication is provided to suggest the ways where this study will assist organization to effectively identify the barrier to Malaysian women career progression. The limitations and recommendations are stated to assist future researchers in their study. Hence, it is essential to continuously conduct future research with in-depth knowledge on this topic because now is the ideal time for organization to remove the barrier that block women's career progression and utilize their resources to broaden their managerial base and have competitive advantage towards other companies.

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Appendix

UNIVERSITI TUNKU ABDUL RAHMAN

FACULTY OF BUSINESS AND FINANCE

BACHELOR OF BUSINESS ADMINISTRATION (HONS)

Dear Respondents:

We are the undergraduate students from Bachelor of Business Administration (Hons) in Universiti Tunku Abdul Rahman (UTAR). We are currently carrying out a final year project entitled "**Barriers To Malaysian Women Career Progression**" which is one of the subjects included in our honors degree program.

The objective of this research is to identify the barriers to women career progression. The results and findings from this research will be able to help women to understand why they had been overlooked by top management when there is a career advancement opportunity.

This questionnaire consists of three sections. Section A is on company information, Section B is on various factor constitute barrier to women career progression and Section C is on personal information. Please read the instructions carefully before answering the questions. Your assistance and cooperation is deeply appreciated. Please be noted that your response is only for our research purpose and the information will be kept *private and confidential* and will *not* be used for any identification purposes.

If there is any problem regarding the questionnaire, please kindly contact any of the members stated below. Lastly, we would like to thank you for your kind participation.

Research project team members:

Name	Contact No.
KWAH ZAI SYEN	016-4881323
KOW WEI LUN	016-4380111
LEE CHEE XIANG	010-3775776

LEE KAH ENG   016-4127027

LIM CHOON KEAT   017-4361314

LEE KAH ENG   016-4127027

Section A: Company Information

Please place (√) in the appropriate answer.

1. Your working industry?

       ☐   Banking & Finance

       ☐   Health Care

       ☐   Education

       ☐   Advertising & Marketing

       ☐   Manufacturing

       ☐   Retail Service

       ☐   Others (please specify)_____

2. Percentage of women who hold senior management positions in your
   organization?

       ☐   Below 10%

       ☐   10 – 20%

       ☐   21 – 30%

       ☐   31 – 40%

       ☐   Above 40%

3. Your organization have standard requirement for promotion?

       ☐   Yes

       ☐   No

4. Type of organization.

       ☐   Government Sector

       ☐   Private Sector

       ☐   Multinational Company (MNC)

Section B: Barrier To Women Career Progression

The following set of statement related to the barriers of women career progression.
Numbers 1 to 5 represent the following continuums:

1 = Strongly Disagree (SD)

2 = Disagree (D)

3 = Neutral (N)

4 = Agree (A)

5 = Strongly Agree (SA)

Please circle the number that best reflects your opinion about the statement.

	Education	SD	D	N	A	SA
1	In order to be promoted to managerial position, a woman must have high level of education.	1	2	3	4	5
2	In promoting a woman to managerial position, my organization has a set of minimum requirements to education achievement.	1	2	3	4	5
3	High education level means higher chance to get promoted.	1	2	3	4	5
4	Attending additional courses will enhance a woman promotion opportunity.	1	2	3	4	5
	Gender Discrimination					
5	My organization does not promote me to high position because I am a woman.	1	2	3	4	5
6	With the same knowledge, a man has the advantage to gain promotion in work.	1	2	3	4	5
7	A man receives more support from organization's top management in performing his work.	1	2	3	4	5

8	A male staff is perceived by my company to be a better candidate than a female staff for promotion.	1	2	3	4	5
9	My organization has a different promotion standard for evaluating a man and a woman.	1	2	3	4	5
10	If men and women have the same level of education, men have higher chance to gain promotion.	1	2	3	4	5
	Work Related Experience					
11	Work related experience plays an important role in a woman career progression.	1	2	3	4	5
12	Work related experience is a valuable asset to woman when it comes to promotion.	1	2	3	4	5
13	Man and woman with similar work related experience normally are given same promotion opportunity.	1	2	3	4	5
14	Previous work experience is a requirement for woman to be promoted.	1	2	3	4	5
15	Mentoring help woman in their career progression.	1	2	3	4	5
	Family					
16	Having young children at home is an obstacle to woman progression in work.	1	2	3	4	5
17	Between career promotion and a family commitment, a woman usually chooses family care.	1	2	3	4	5
18	A woman career opportunity will be affected by the number of maternity leaves she take.(i.e. the more leaves, the less opportunities.)	1	2	3	4	5

19	Women with young children find it difficult to concentrate in their work.	1	2	3	4	5
	Career Progression					
20	The limited managerial position prevents me from getting promoted.	1	2	3	4	5
21	There are fewer female managers than male managers in my organization.	1	2	3	4	5
22	Self- improvement in related industry will help in career progression.	1	2	3	4	5
23	The rapid change of technology had impact on my career advancement opportunity.	1	2	3	4	5

Section C: Personal Information

Please place (√) in the appropriate answer.

1. Marital status.

    ☐   Never Married

    ☐   Married

    ☐   Others (please specify) _____

2. Race.

    ☐   Malay

    ☐   Chinese

    ☐   Indian

    ☐   Other (please specify) _____

3. Which of the following best describe your age?

    ☐   Below 30 years old

    ☐   30 – 40 years old

    ☐   41 – 50 years old

    ☐   Above 50 years old

4. Total years of working experience.

    ☐   1-5 years

    ☐   6-10 years

    ☐   11-15 years

    ☐   Above 15 years

5. Highest level of education completed.

    ☐   SPM

    ☐   Diploma/Certificate

    ☐   Bachelor Degree

    ☐   Master Degree

    ☐   Doctorate

    ☐   Other(please specify)_____

6. Current position in organization.

    ☐   Clerical

    ☐   Officer

    ☐   Manager

    ☐   Other(please specify)_____

THANK YOU

WE WISH YOU A SUCCESSFUL CAREER

Appendix 4.1

Respondent Demographic Profile

Industry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Banking & Finance	50	25.0	25.0	25.0
	Health Care	15	7.5	7.5	32.5
	Education	18	9.0	9.0	41.5
	Advertising & Marketing	18	9.0	9.0	50.5
	Manufacturing	53	26.5	26.5	77.0
	Retail Service	28	14.0	14.0	91.0
	Others	18	9.0	9.0	100.0
	Total	200	100.0	100.0	

Appendix 4.2

Senior

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 10%	77	38.5	38.5	38.5
	10-20%	70	35.0	35.0	73.5
	21-30%	35	17.5	17.5	91.0
	31-40%	12	6.0	6.0	97.0
	Above 40%	6	3.0	3.0	100.0
	Total	200	100.0	100.0	

Appendix 4.3

Requirement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	126	63.0	63.0	63.0
	No	74	37.0	37.0	100.0
	Total	200	100.0	100.0	

Appendix 4.4

Company

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Government Sector	14	7.0	7.0	7.0
	Private Sector	106	53.0	53.0	60.0
	Multinational Company (MNC)	80	40.0	40.0	100.0
	Total	200	100.0	100.0	

Appendix 4.5

Marital

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never Married	124	62.0	62.0	62.0
	Married	71	35.5	35.5	97.5
	Others	5	2.5	2.5	100.0
	Total	200	100.0	100.0	

Appendix 4.6

Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	36	18.0	18.0	18.0
	Chinese	144	72.0	72.0	90.0
	Indian	20	10.0	10.0	100.0
	Total	200	100.0	100.0	

Appendix 4.7

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 30 years old	97	48.5	48.5	48.5
	30-40 years old	73	36.5	36.5	85.0
	41-50 years old	29	14.5	14.5	99.5
	Above 50 years old	1	.5	.5	100.0
	Total	200	100.0	100.0	

Appendix 4.8

Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	75	37.5	37.5	37.5
	6-10 years	81	40.5	40.5	78.0
	11-15 years	28	14.0	14.0	92.0
	Above 15 years	16	8.0	8.0	100.0
	Total	200	100.0	100.0	

Appendix **4.9**

Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SPM	38	19.0	19.0	19.0
	Diploma/Certificate	64	32.0	32.0	51.0
	Bachelor Degree	87	43.5	43.5	94.5
	Master Degree	8	4.0	4.0	98.5
	Others	3	1.5	1.5	100.0
	Total	200	100.0	100.0	

Appendix **4.10**

Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Clerk	78	39.0	39.0	39.0
	Officer	71	35.5	35.5	74.5
	Manager	10	5.0	5.0	79.5
	Others	41	20.5	20.5	100.0
	Total	200	100.0	100.0	

Appendix 4.11

Central Tendency for Education

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
E1	200	1.00	5.00	3.0000	1.09361	.303	.172	-1.098	.342
E2	200	1.00	5.00	2.8650	1.07823	.126	.172	-.707	.342
E3	200	1.00	5.00	3.0650	1.10311	-.062	.172	-.901	.342
E4	200	1.00	5.00	3.1150	1.07122	.165	.172	-.959	.342
Valid N (listwise)	200								

Frequency Table (Education)

Question E1: In order to be promoted to managerial position, a woman must have high level of education.

E1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	3.0	3.0	3.0
	Disagree	82	41.0	41.0	44.0
	Neutral	37	18.5	18.5	62.5
	Agree	56	28.0	28.0	90.5
	Strongly Agree	19	9.5	9.5	100.0
	Total	200	100.0	100.0	

Question E2: In promoting a woman to managerial position, my organization has a set of minimum requirements to education achievement.

E2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	9.5	9.5	9.5
	Disagree	61	30.5	30.5	40.0
	Neutral	61	30.5	30.5	70.5
	Agree	46	23.0	23.0	93.5
	Strongly Agree	13	6.5	6.5	100.0
	Total	200	100.0	100.0	

Question E3: High education level means higher chance to get promoted.

E3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	7.0	7.0	7.0
	Disagree	56	28.0	28.0	35.0
	Neutral	50	25.0	25.0	60.0
	Agree	63	31.5	31.5	91.5
	Strongly Agree	17	8.5	8.5	100.0
	Total	200	100.0	100.0	

Question E4: Attending additional courses will enhance a woman promotion opportunity.

E4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	3.0	3.0	3.0
	Disagree	64	32.0	32.0	35.0
	Neutral	53	26.5	26.5	61.5
	Agree	55	27.5	27.5	89.0
	Strongly Agree	22	11.0	11.0	100.0
	Total	200	100.0	100.0	
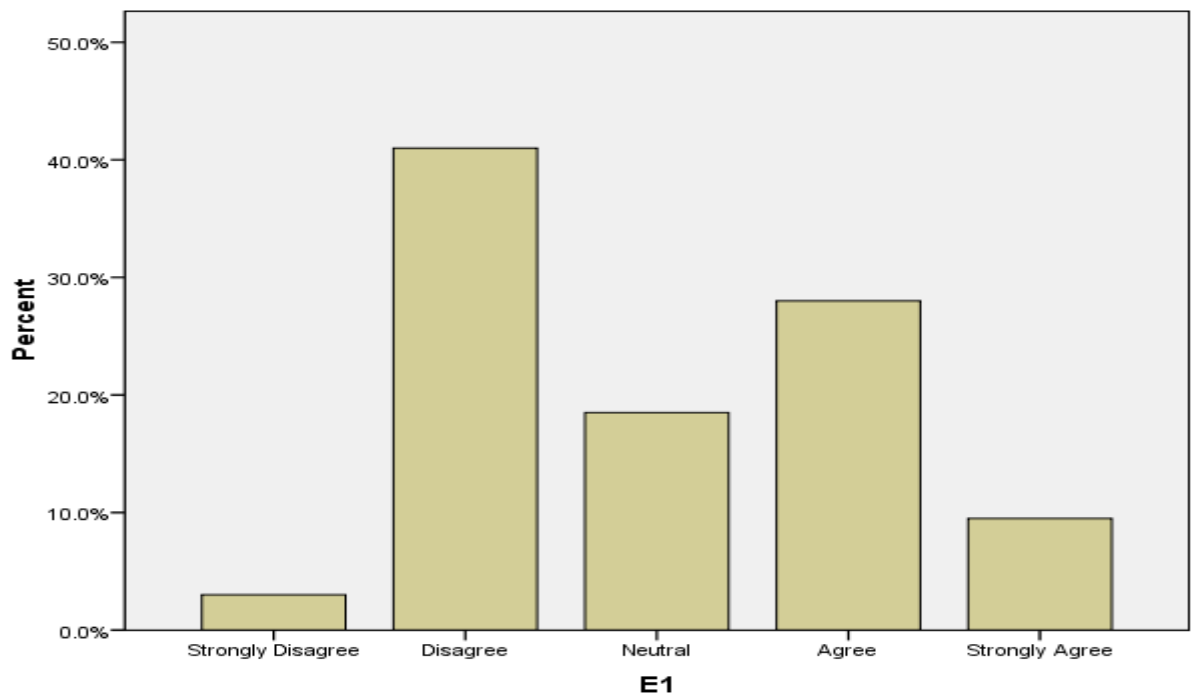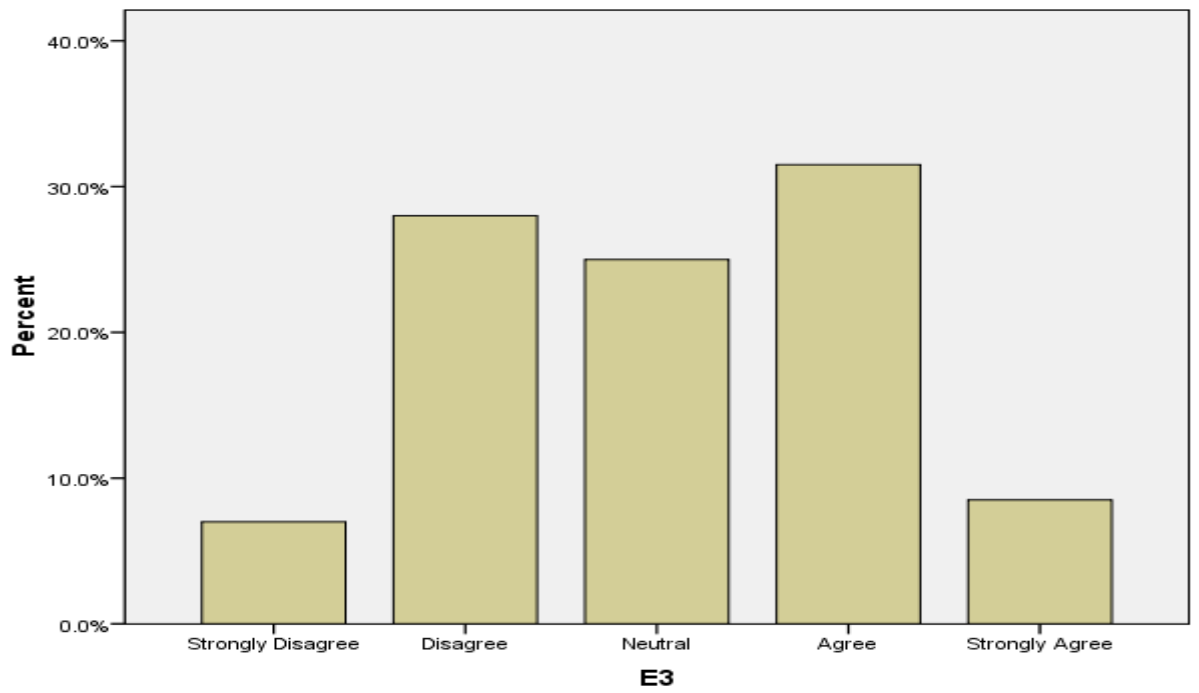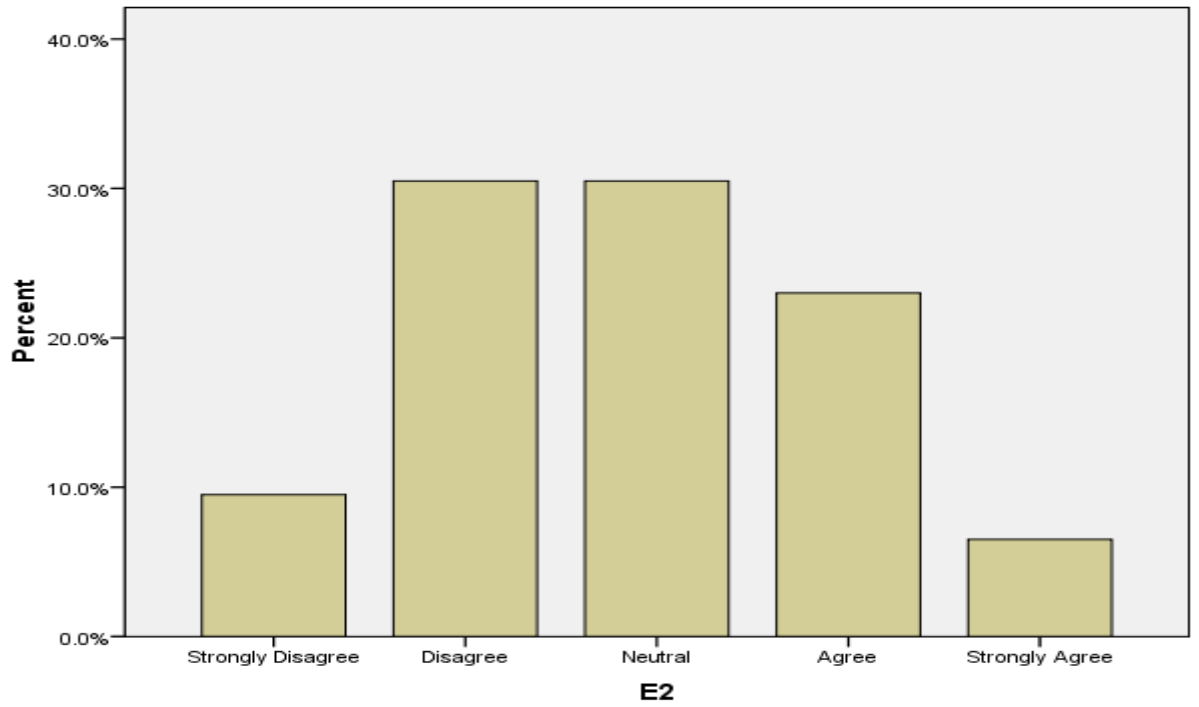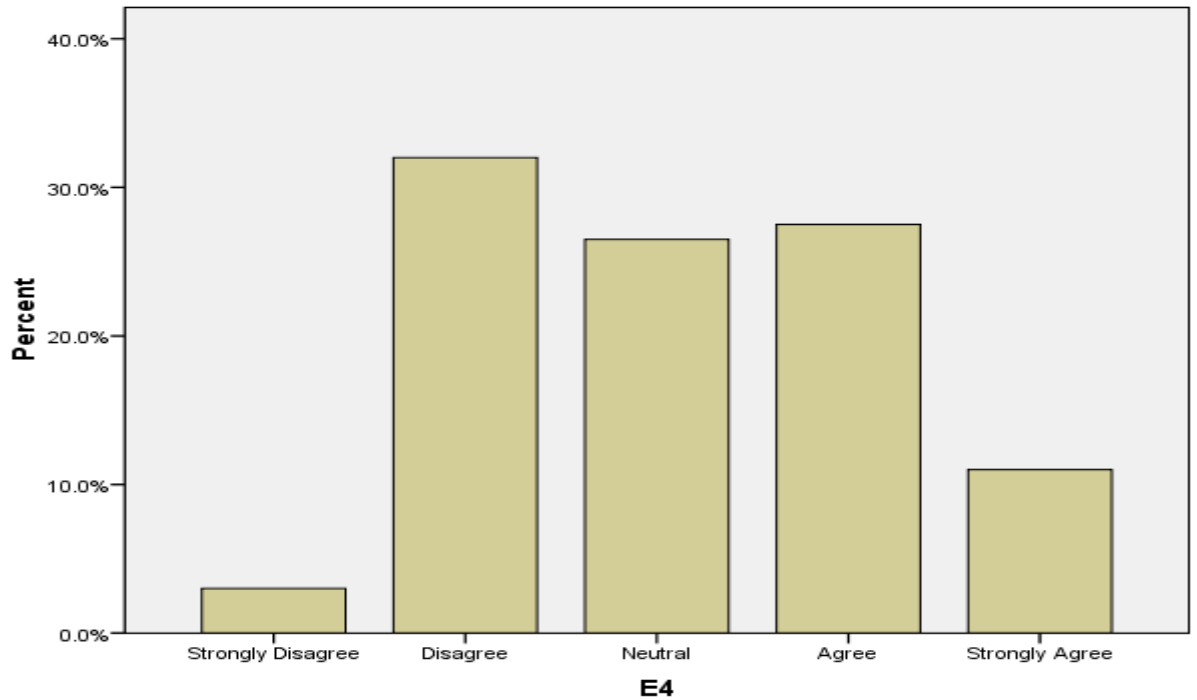
Appendix 4.12

Central Tendency for Gender Discrimination

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
GD1	200	1.00	5.00	2.9150	1.26720	.056	.172	-1.184	.342
GD2	200	1.00	5.00	2.8600	1.12549	.172	.172	-1.027	.342
GD3	200	1.00	5.00	3.1000	1.26809	-.145	.172	-1.071	.342
GD4	200	1.00	5.00	2.9650	1.19201	.050	.172	-1.119	.342
GD5	200	1.00	5.00	2.9550	1.21671	.154	.172	-.973	.342
GD6	200	1.00	5.00	2.9100	1.23268	.140	.172	-1.009	.342
Valid N (listwise)	200								

Frequency Table (Gender Discrimination)

Question GD1: My organization does not promote me to high position because I am a woman.

GD1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	14.5	14.5	14.5
	Disagree	60	30.0	30.0	44.5
	Neutral	32	16.0	16.0	60.5
	Agree	57	28.5	28.5	89.0
	Strongly Agree	22	11.0	11.0	100.0
	Total	200	100.0	100.0	

Question GD2: With the same knowledge, a man has the advantage to gain promotion in work.

GD2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	9.0	9.0	9.0
	Disagree	75	37.5	37.5	46.5
	Neutral	37	18.5	18.5	65.0
	Agree	57	28.5	28.5	93.5
	Strongly Agree	13	6.5	6.5	100.0
	Total	200	100.0	100.0	

Question GD3: A man receives more support from organization's top management in performing his work.

GD3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	26	13.0	13.0	13.0
	Disagree	44	22.0	22.0	35.0
	Neutral	43	21.5	21.5	56.5
	Agree	58	29.0	29.0	85.5
	Strongly Agree	29	14.5	14.5	100.0
	Total	200	100.0	100.0	

Question GD4: A male staff is perceived by my company to be a better candidate than a female staff for promotion.

GD4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	10.0	10.0	10.0
	Disagree	66	33.0	33.0	43.0
	Neutral	34	17.0	17.0	60.0
	Agree	61	30.5	30.5	90.5
	Strongly Agree	19	9.5	9.5	100.0
	Total	200	100.0	100.0	

Question GD5: My organization has a different promotion standard for evaluating a man and a woman.

GD5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	11.0	11.0	11.0
	Disagree	60	30.0	30.0	41.0
	Neutral	49	24.5	24.5	65.5
	Agree	43	21.5	21.5	87.0
	Strongly Agree	26	13.0	13.0	100.0
	Total	200	100.0	100.0	

Question GD6: If men and women have the same level of education, men have higher chance to gain promotion.

GD6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	26	13.0	13.0	13.0
	Disagree	59	29.5	29.5	42.5
	Neutral	46	23.0	23.0	65.5
	Agree	45	22.5	22.5	88.0
	Strongly Agree	24	12.0	12.0	100.0
	Total	200	100.0	100.0	
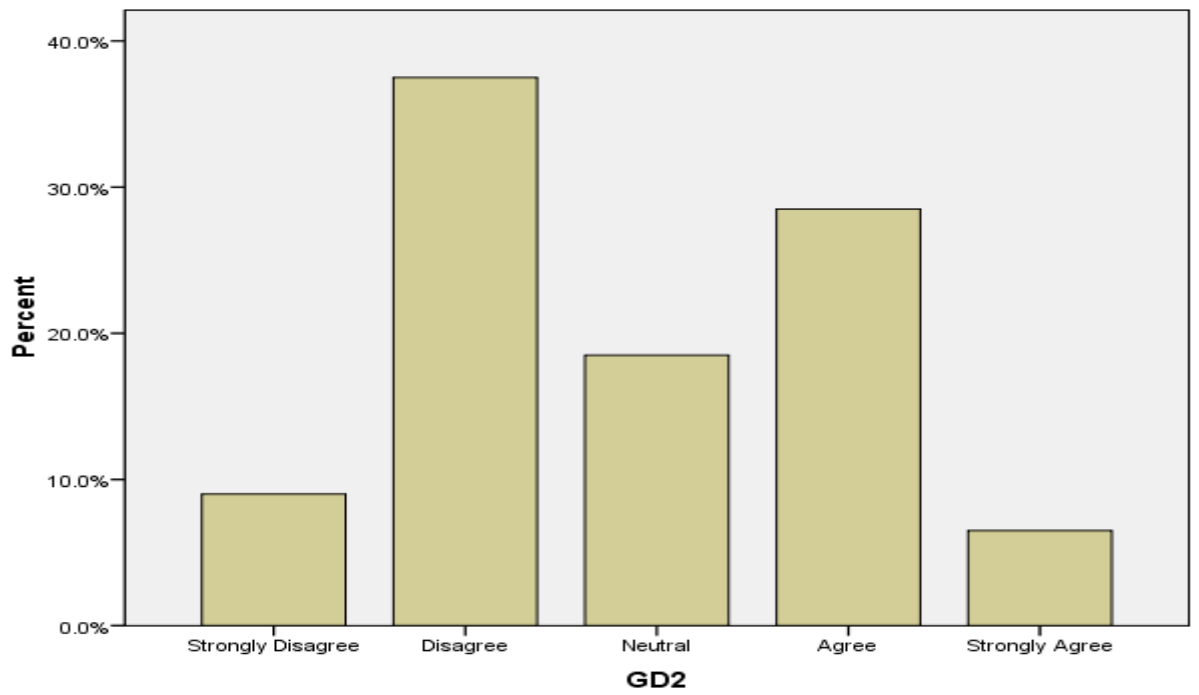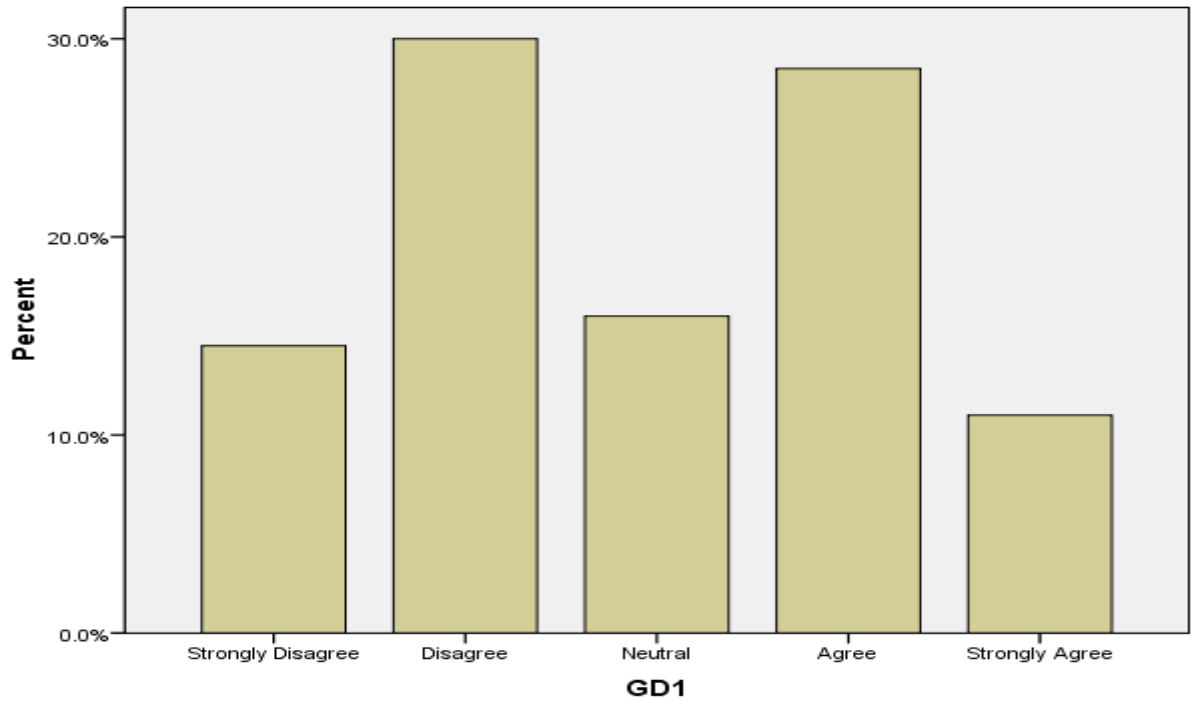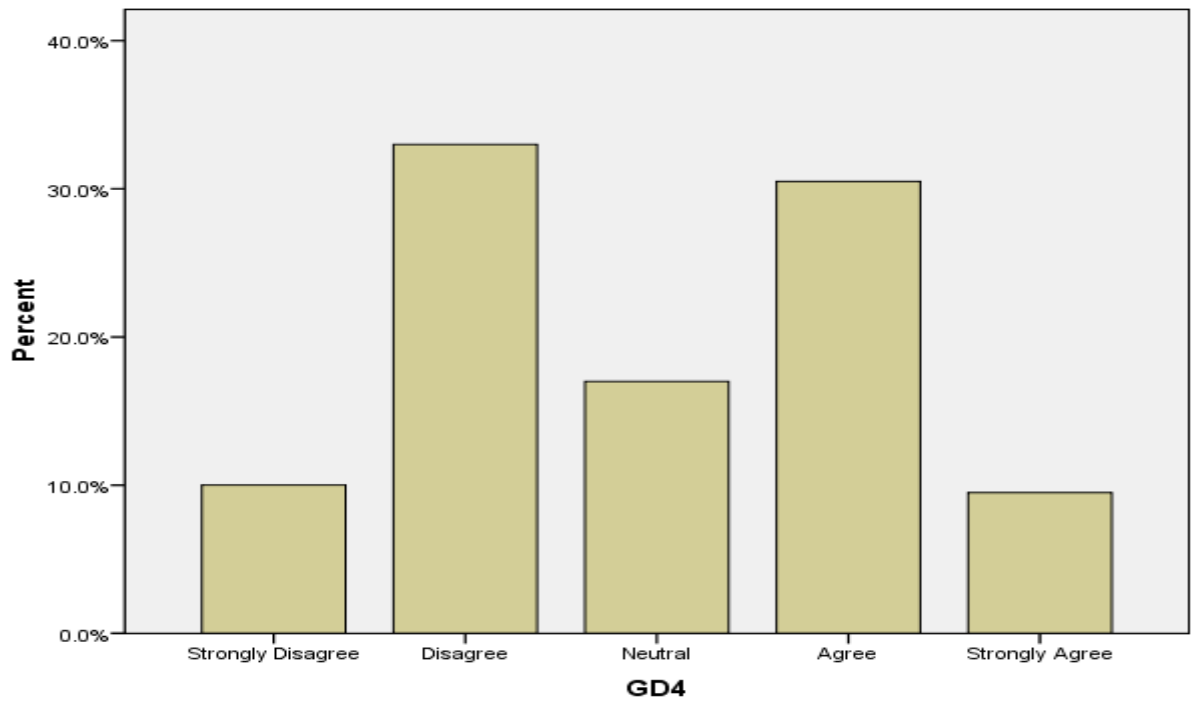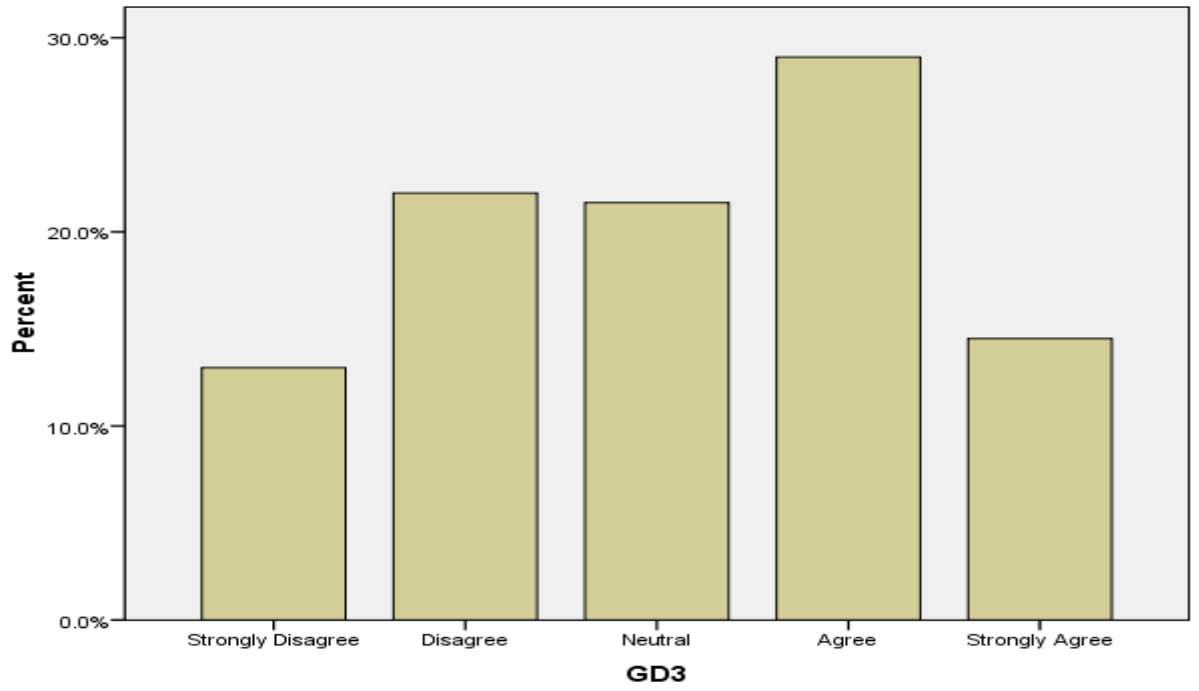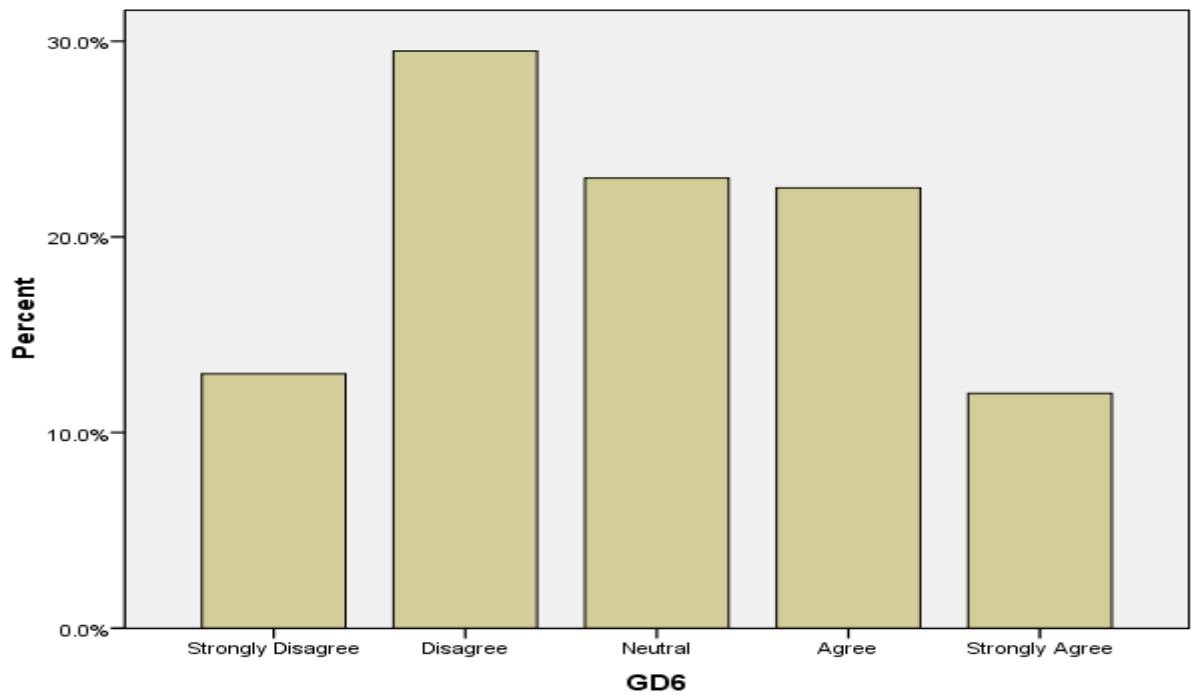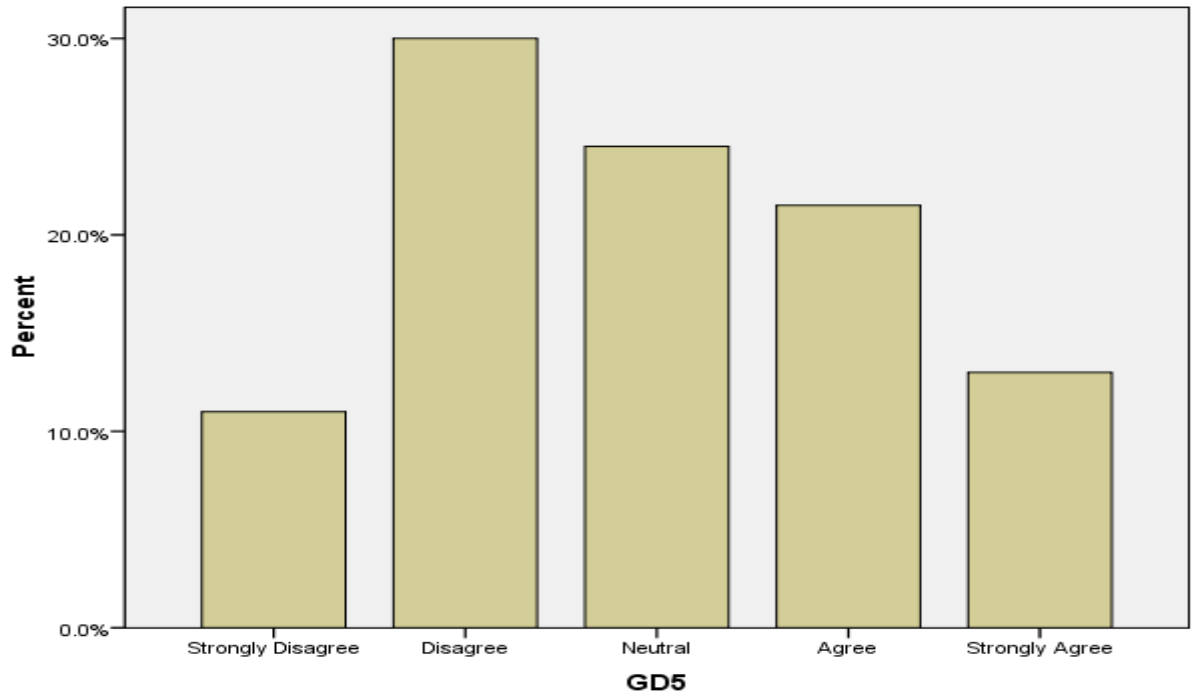
Appendix 4.13

Central Tendency for work related experience

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
WRE1	200	1.00	5.00	3.2450	1.09589	-.153	.172	-.895	.342
WRE2	200	1.00	5.00	3.2450	1.05857	-.248	.172	-.791	.342
WRE3	200	1.00	5.00	2.7350	1.14074	.351	.172	-.784	.342
WRE4	200	1.00	5.00	2.6850	1.07777	.315	.172	-.584	.342
WRE5	200	1.00	5.00	2.3550	.99697	.683	.172	-.085	.342
Valid N (listwise)	200								

Frequency Table (Work Related Experience)

Question WRE1: Work related experience plays an important role in a woman career progression.

WRE1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	4.5	4.5	4.5
	Disagree	50	25.0	25.0	29.5
	Neutral	48	24.0	24.0	53.5
	Agree	69	34.5	34.5	88.0
	Strongly Agree	24	12.0	12.0	100.0
	Total	200	100.0	100.0	

Question WRE2: Work related experience is a valuable asset to woman when it comes to promotion.

WRE2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	4.5	4.5	4.5
	Disagree	47	23.5	23.5	28.0
	Neutral	49	24.5	24.5	52.5
	Agree	76	38.0	38.0	90.5
	Strongly Agree	19	9.5	9.5	100.0
	Total	200	100.0	100.0	

Question WRE3: Man and woman with similar work related experience normally are given same promotion opportunity.

WRE3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	24	12.0	12.0	12.0
	Disagree	76	38.0	38.0	50.0
	Neutral	44	22.0	22.0	72.0
	Agree	41	20.5	20.5	92.5
	Strongly Agree	15	7.5	7.5	100.0
	Total	200	100.0	100.0	

Question WRE4: Previous work experience is a requirement for woman to be promoted.

WRE4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	12.5	12.5	12.5
	Disagree	71	35.5	35.5	48.0
	Neutral	57	28.5	28.5	76.5
	Agree	36	18.0	18.0	94.5
	Strongly Agree	11	5.5	5.5	100.0
	Total	200	100.0	100.0	

Question WRE5: Mentoring help woman in their career progression.

WRE5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	34	17.0	17.0	17.0
	Disagree	98	49.0	49.0	66.0
	Neutral	36	18.0	18.0	84.0
	Agree	27	13.5	13.5	97.5
	Strongly Agree	5	2.5	2.5	100.0
	Total	200	100.0	100.0	
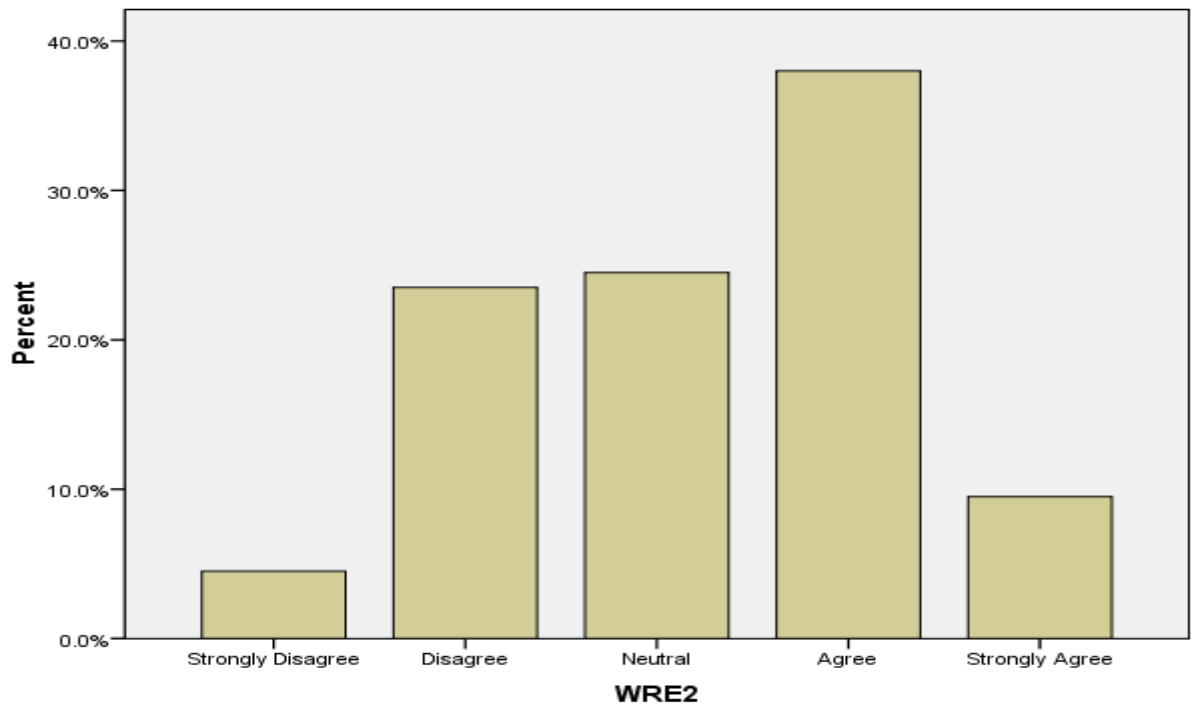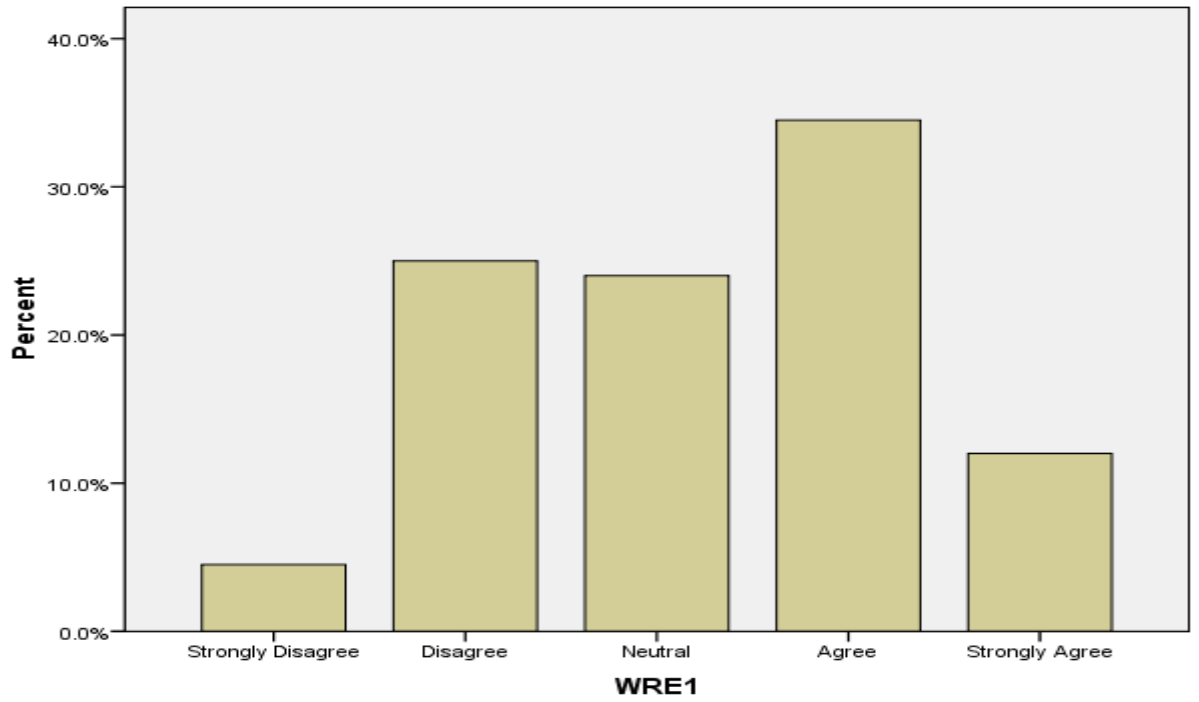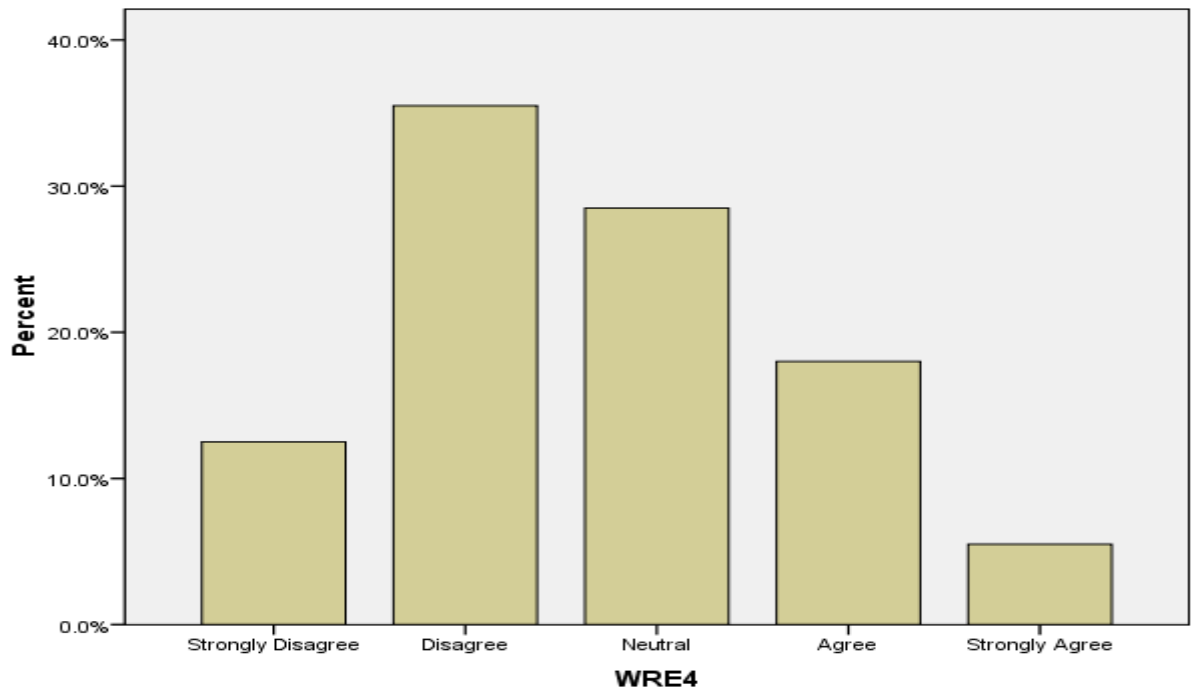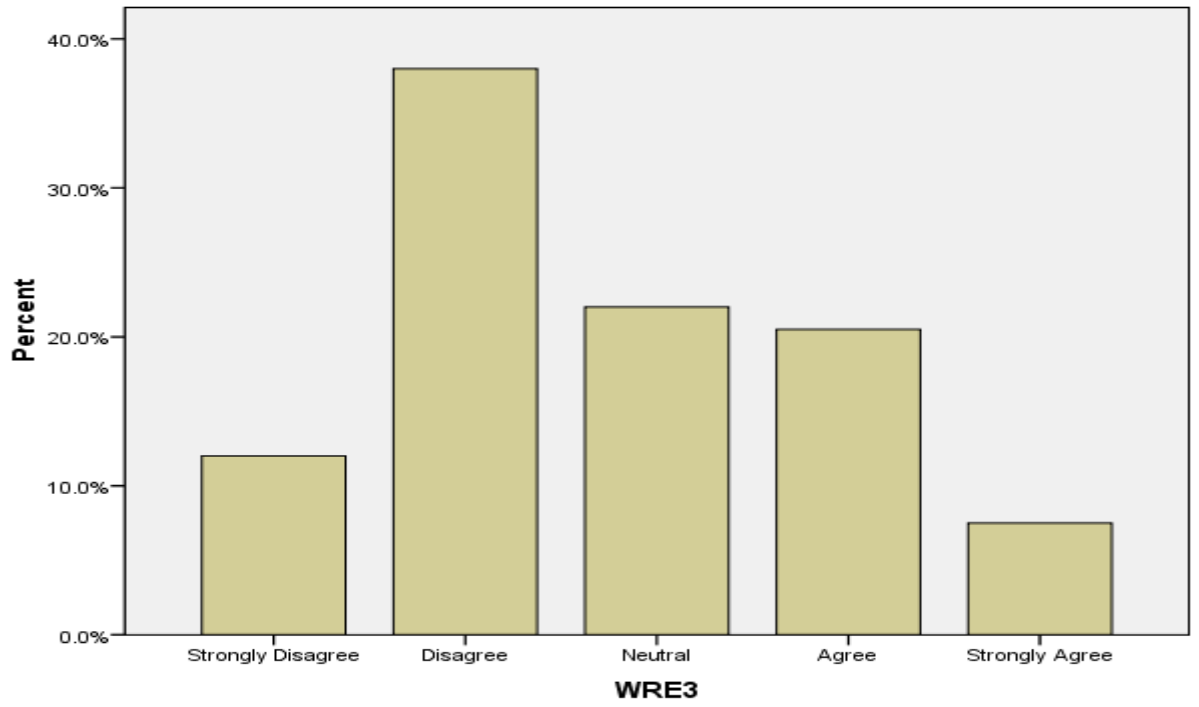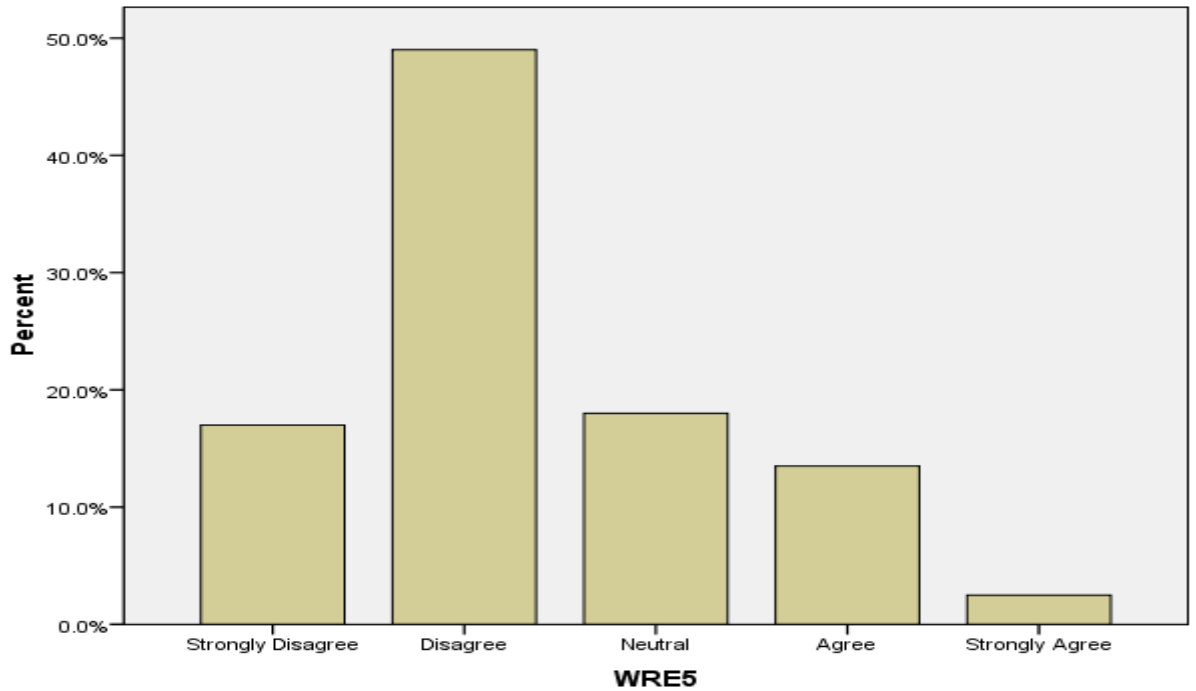
Appendix 4.14

Central tendency for Family

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
F1	200	1.00	5.00	3.4750	1.05114	-.392	.172	-.722	.342
F2	200	1.00	5.00	3.3950	.95052	-.369	.172	-.353	.342
F3	200	1.00	5.00	3.4550	.95527	-.534	.172	-.435	.342
F4	200	1.00	5.00	3.2200	1.04261	-.237	.172	-.866	.342
Valid N (listwise)	200								

Frequency Table (Family)

Question F1: Having young children at home is an obstacle to woman progression in work.

F1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	2.5	2.5	2.5
	Disagree	40	20.0	20.0	22.5
	Neutral	40	20.0	20.0	42.5
	Agree	85	42.5	42.5	85.0
	Strongly Agree	30	15.0	15.0	100.0
	Total	200	100.0	100.0	

Question F2: Between career promotion and a family commitment, a woman usually chooses family care.

F2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	2.5	2.5	2.5
	Disagree	32	16.0	16.0	18.5
	Neutral	61	30.5	30.5	49.0
	Agree	83	41.5	41.5	90.5
	Strongly Agree	19	9.5	9.5	100.0
	Total	200	100.0	100.0	

Question F3: A woman career opportunity will be affected by the number of maternity leaves she take.(i.e. the more leaves, the less opportunities.)

F3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	2.0	2.0	2.0
	Disagree	36	18.0	18.0	20.0
	Neutral	43	21.5	21.5	41.5
	Agree	99	49.5	49.5	91.0
	Strongly Agree	18	9.0	9.0	100.0
	Total	200	100.0	100.0	

Question F4: Women with young children find it difficult to concentrate in their work.

F4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	4.0	4.0	4.0
	Disagree	51	25.5	25.5	29.5
	Neutral	46	23.0	23.0	52.5
	Agree	79	39.5	39.5	92.0
	Strongly Agree	16	8.0	8.0	100.0
	Total	200	100.0	100.0	
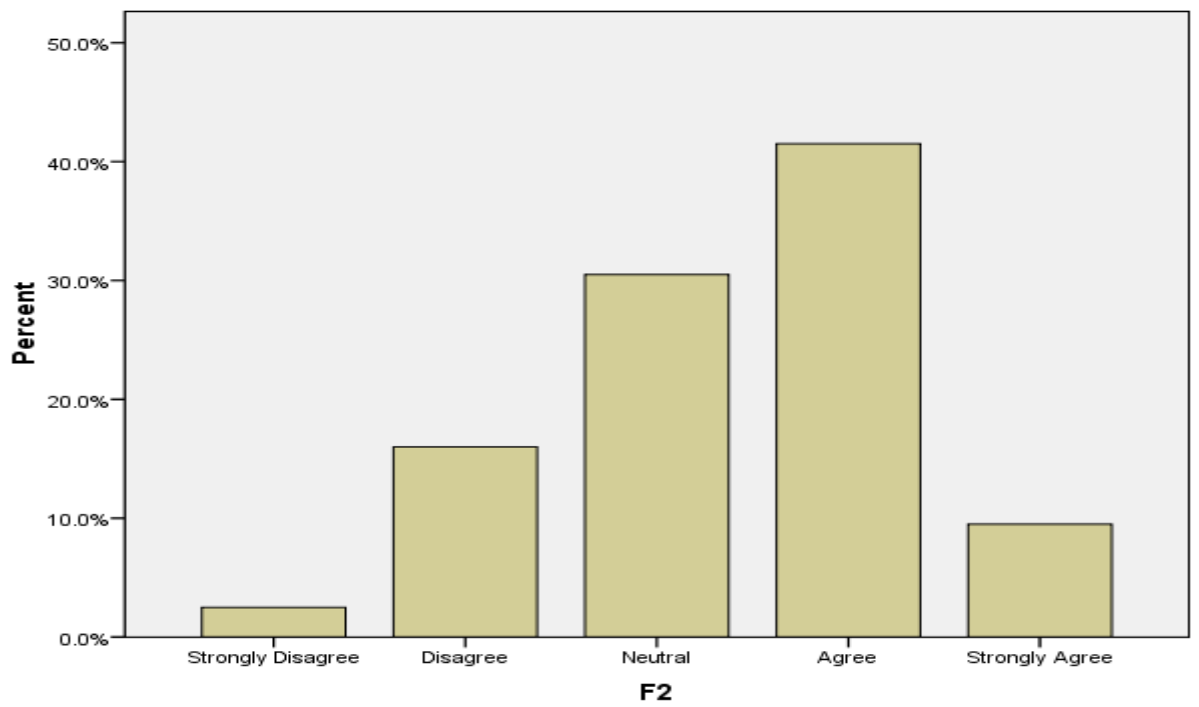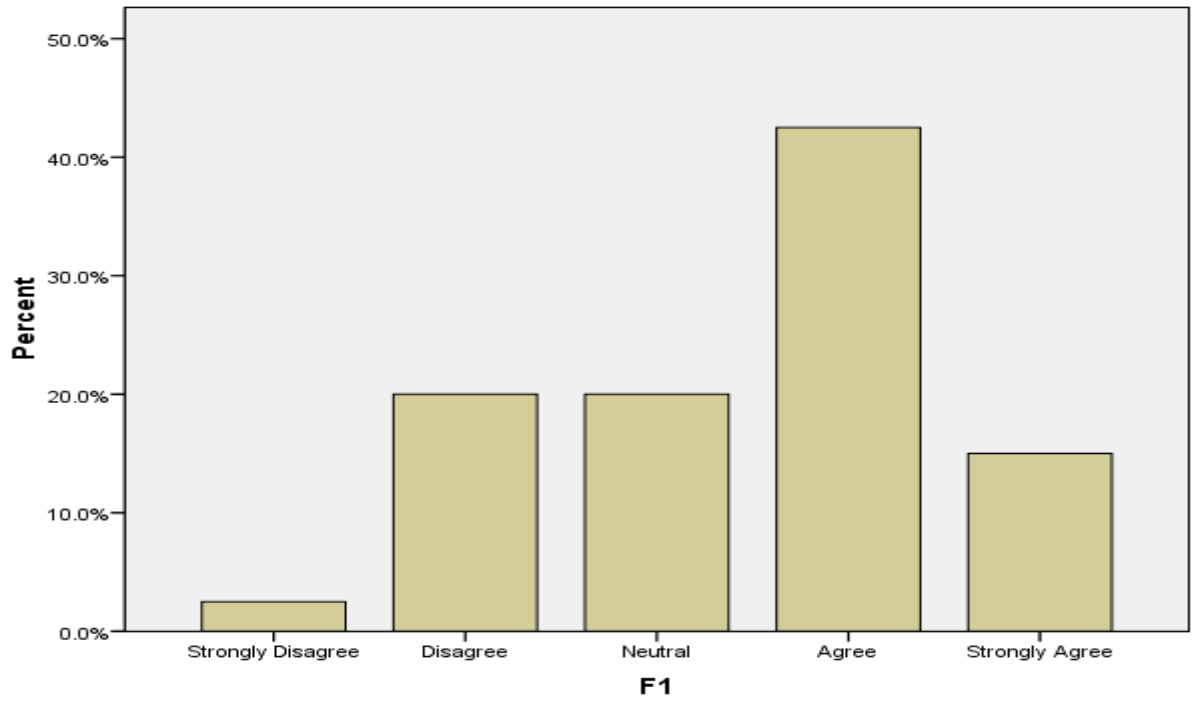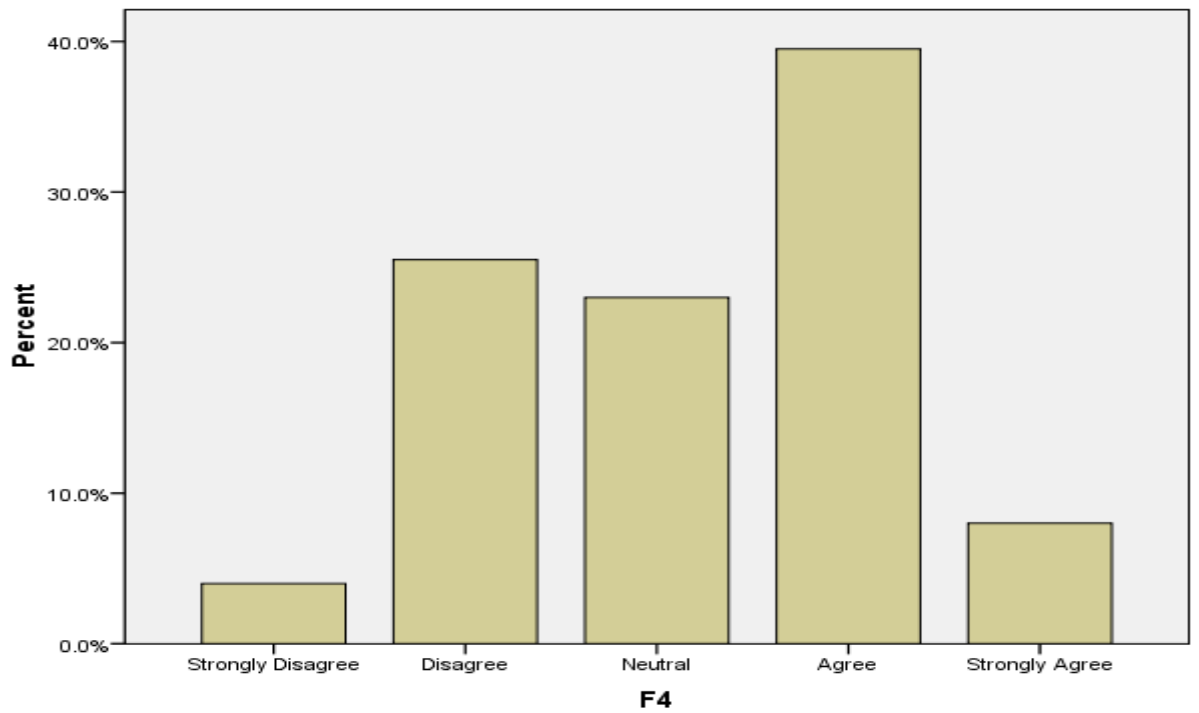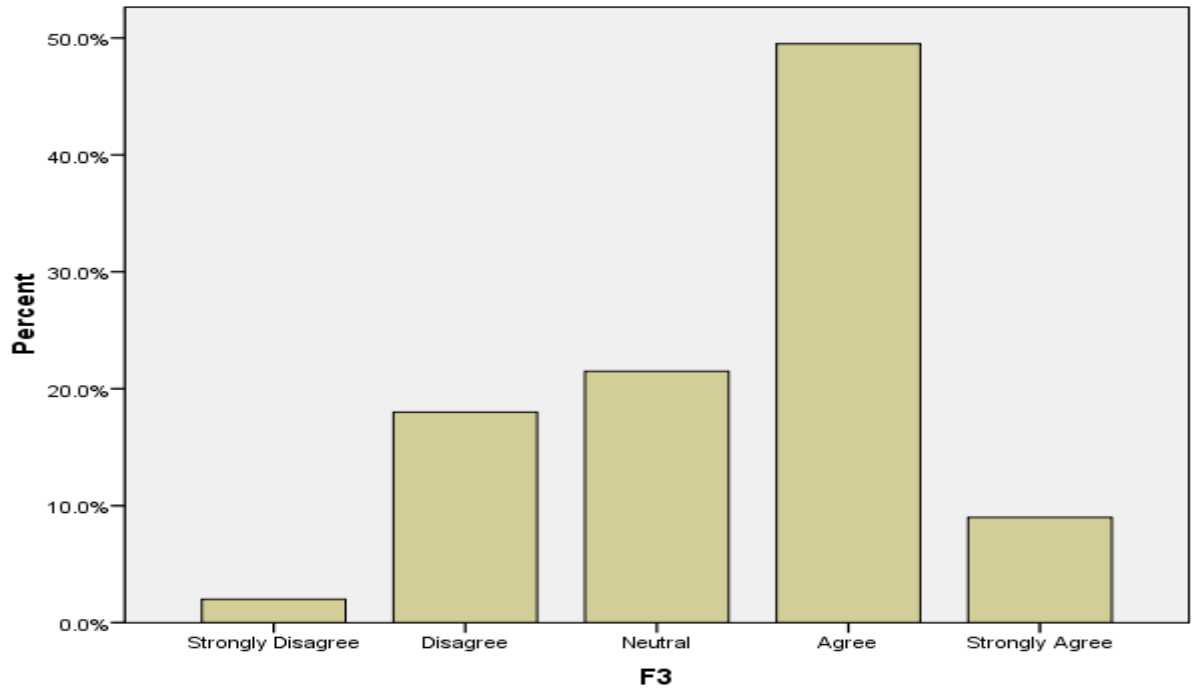
Appendix 4.15

Central tendency for Career progression

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
CP1	200	1.00	5.00	3.2400	1.18720	-.075	.172	-1.038	.342
CP2	200	1.00	5.00	2.9850	1.12298	-.142	.172	-.909	.342
CP3	200	1.00	5.00	2.9400	1.08734	-.046	.172	-.822	.342
CP4	200	1.00	5.00	2.9050	1.20967	.218	.172	-.912	.342
Valid N (listwise)	200								

Frequency Table (Career Progression)

Question CP1: The limited managerial position prevents me from getting promoted.

CP1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	6.0	6.0	6.0
	Disagree	52	26.0	26.0	32.0
	Neutral	46	23.0	23.0	55.0
	Agree	56	28.0	28.0	83.0
	Strongly Agree	34	17.0	17.0	100.0
	Total	200	100.0	100.0	

Question CP2: There are fewer female managers than male managers in my organization.

CP2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	10.5	10.5	10.5
	Disagree	51	25.5	25.5	36.0
	Neutral	51	25.5	25.5	61.5
	Agree	64	32.0	32.0	93.5
	Strongly Agree	13	6.5	6.5	100.0
	Total	200	100.0	100.0	

Question CP3: Self- improvement in related industry will help in career progression.

CP3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	9.5	9.5	9.5
	Disagree	55	27.5	27.5	37.0
	Neutral	57	28.5	28.5	65.5
	Agree	57	28.5	28.5	94.0
	Strongly Agree	12	6.0	6.0	100.0
	Total	200	100.0	100.0	

Question CP4: The rapid change of technology had impact on my career advancement opportunity.

CP4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	11.5	11.5	11.5
	Disagree	62	31.0	31.0	42.5
	Neutral	51	25.5	25.5	68.0
	Agree	39	19.5	19.5	87.5
	Strongly Agree	25	12.5	12.5	100.0
	Total	200	100.0	100.0	
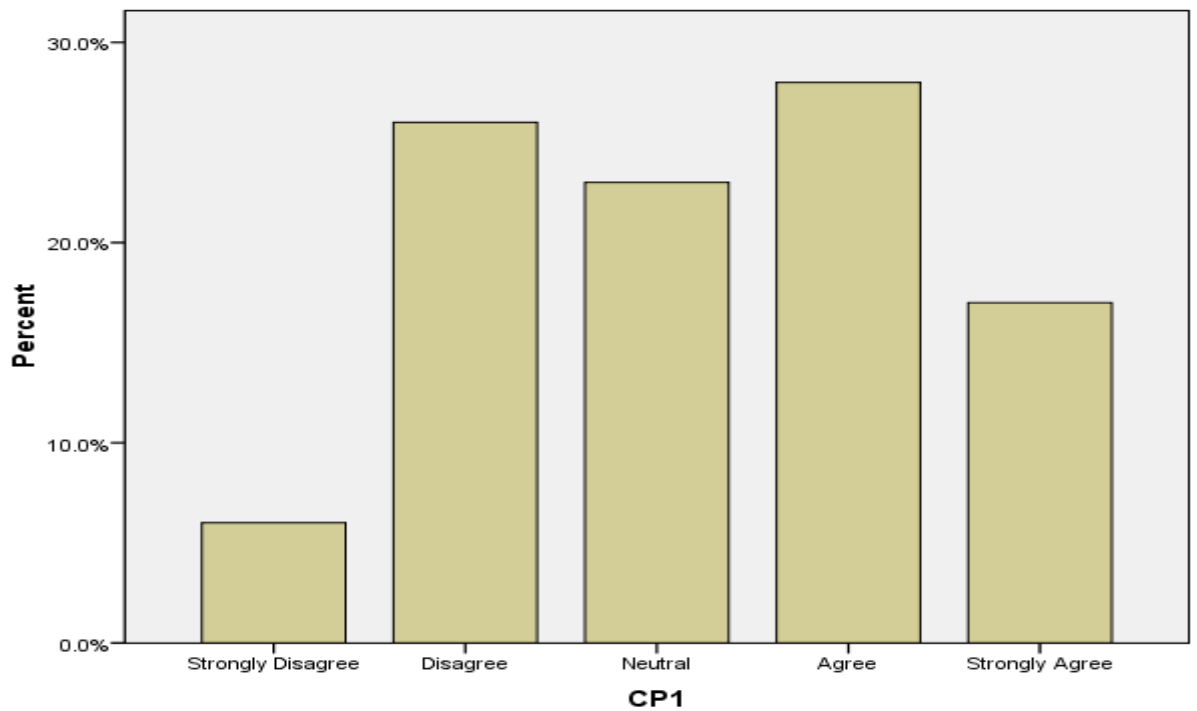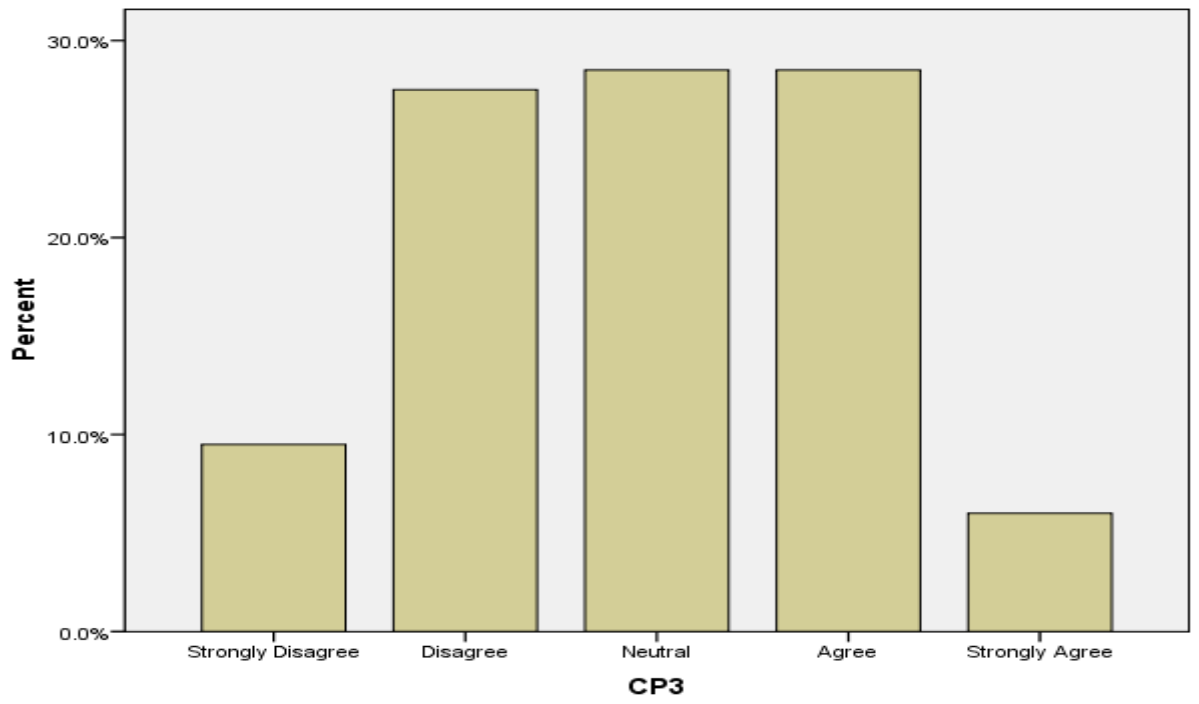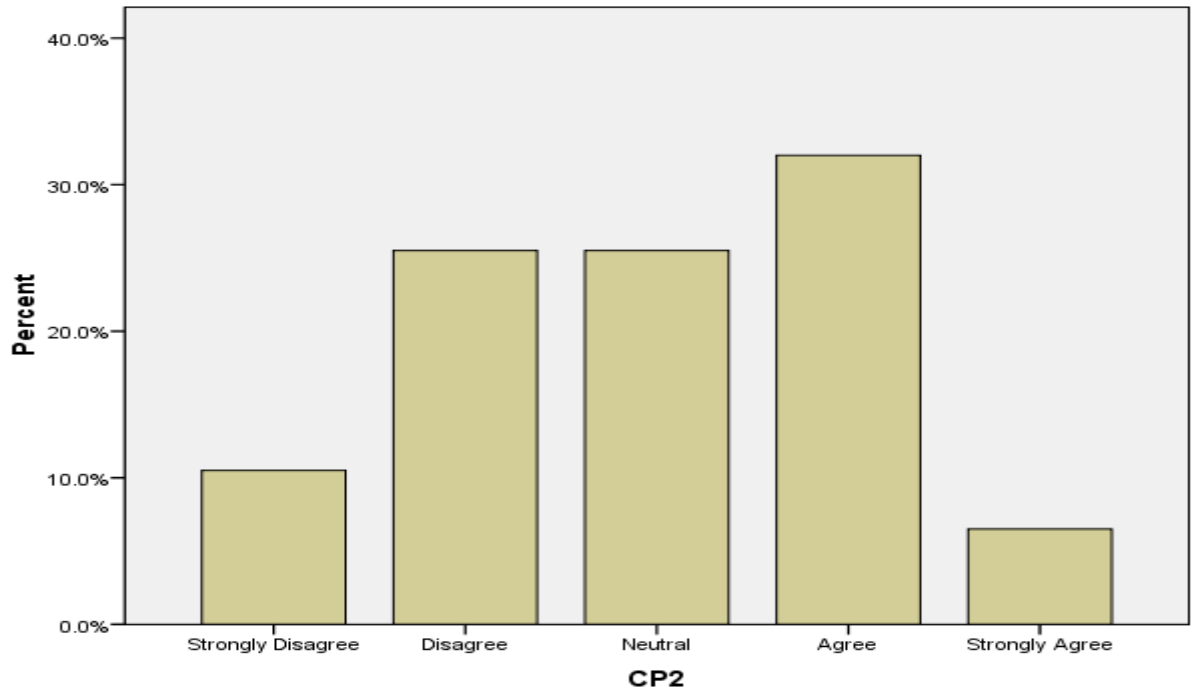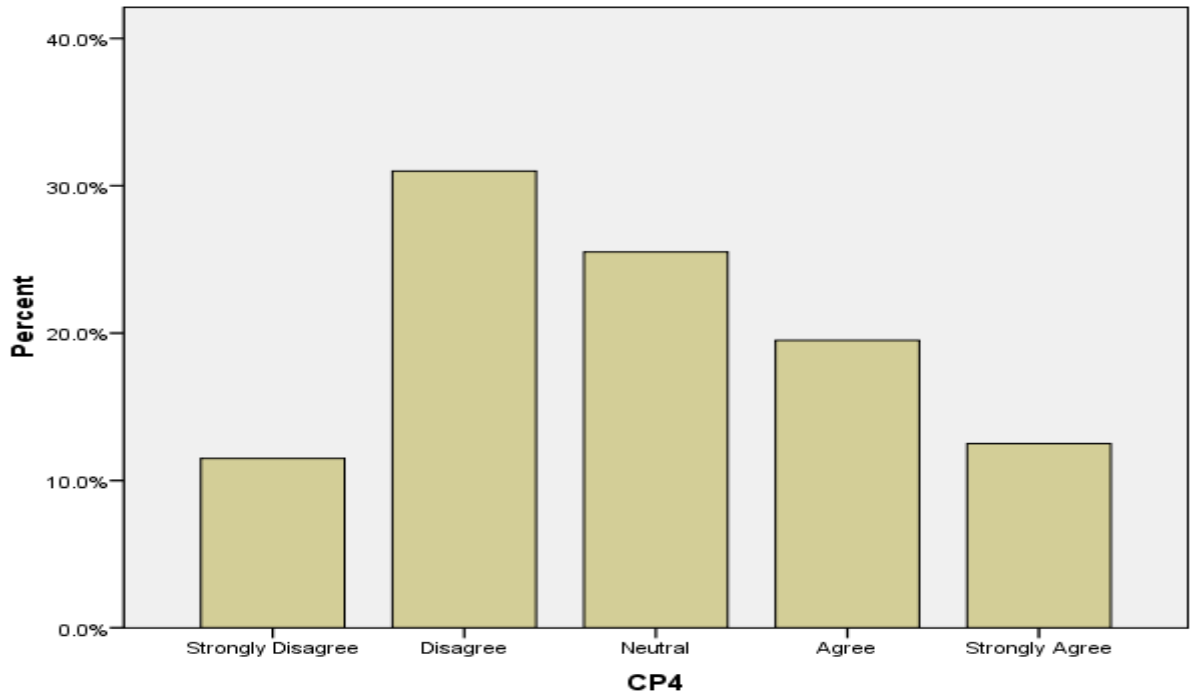
Appendix 4.16

Descriptives

			Statistic	Std. Error
AvgCP	Mean		3.0143	.11410
	95% Confidence Interval for Mean	Lower Bound	2.7824	
		Upper Bound	3.2462	
	5% Trimmed Mean		3.0437	
	Median		3.0000	
	Variance		.456	
	Std. Deviation		.67504	
	Minimum		1.50	
	Maximum		4.00	
	Range		2.50	
	Interquartile Range		1.00	
	Skewness		-.264	.398
	Kurtosis		-.223	.778

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
AvgCP	.099	35	.200[*]	.943	35	.071

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Appendix 4.17

Reability Testing

DV : Career Progression

Case Processing Summary

		N	%
Cases	Valid	35	100.0
	Excluded[a]	0	.0
	Total	35	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.748	4

IV1: Education

Case Processing Summary

		N	%
Cases	Valid	35	100.0
	Excluded[a]	0	.0
	Total	35	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.827	4

IV2: Gender Discrimination

Case Processing Summary

		N	%
Cases	Valid	35	100.0
	Excluded[a]	0	.0
	Total	35	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.724	6

IV3: Work Related Experience

Case Processing Summary

		N	%
Cases	Valid	35	100.0
	Excluded[a]	0	.0
	Total	35	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.814	5

IV4: Family

Case Processing Summary

		N	%
Cases	Valid	35	100.0
	Excluded[a]	0	.0
	Total	35	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.901	4

Appendix 4.18

Correlations

		aveE	aveGD	aveWRE	aveF	aveCP
aveE	Pearson Correlation	1	.045	.101	.112	-.123
	Sig. (2-tailed)		.527	.154	.115	.082
	N	200	200	200	200	200
aveGD	Pearson Correlation	.045	1	.087	-.100	.287**
	Sig. (2-tailed)	.527		.218	.157	.000
	N	200	200	200	200	200
aveWRE	Pearson Correlation	.101	.087	1	-.029	.183**
	Sig. (2-tailed)	.154	.218		.687	.009
	N	200	200	200	200	200
aveF	Pearson Correlation	.112	-.100	-.029	1	-.188**
	Sig. (2-tailed)	.115	.157	.687		.008
	N	200	200	200	200	200
aveCP	Pearson Correlation	-.123	.287**	.183**	-.188**	1
	Sig. (2-tailed)	.082	.000	.009	.008	
	N	200	200	200	200	200

**. Correlation is significant at the 0.01 level (2-tailed).

Appendix 4.19

Correlations

Control Variables			aveE	aveGD	aveWRE	aveF
aveCP	aveE	Correlation	1.000	.085	.127	.091
		Significance (2-tailed)	.	.235	.074	.202
		df	0	197	197	197
	aveGD	Correlation	.085	1.000	.037	-.049
		Significance (2-tailed)	.235	.	.603	.488
		df	197	0	197	197
	aveWRE	Correlation	.127	.037	1.000	.006
		Significance (2-tailed)	.074	.603	.	.934
		df	197	197	0	197
	aveF	Correlation	.091	-.049	.006	1.000
		Significance (2-tailed)	.202	.488	.634	.
		df	197	197	197	0

Appendix 4.20

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.388[a]	.150	.133	.84103	1.610

a. Predictors: (Constant), aveF, aveWRE, aveGD, aveE

b. Dependent Variable: aveCP

Appendix 4.21

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.384	4	6.096	8.618	.000[a]
	Residual	137.928	195	.707		
	Total	162.312	199			

a. Predictors: (Constant), aveF, aveWRE, aveGD, aveE

b. Dependent Variable: aveCP

Appendix 4.22

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.610	.430		6.068	.000
	aveE	-.134	.066	-.137	-2.043	.042
	aveGD	.239	.060	.264	3.963	.000
	aveWRE	.223	.088	.170	2.549	.012
	aveF	-.162	.077	-.141	-2.109	.036

a. Dependent Variable: aveCP

Appendix 4.23

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: aveCP