

Gender and Training: A Comparative Study between the Impact of Undergoing Training on Male and Female Employees and the Degree of their Career Growth.

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Abstract

According to the Central Agency for Public Mobilization in its annual estimates for labor and unemployment rates (for those who are 15 years old and more) for the time period (201⁹); the total Egyptian working force is estimated to be about 28,300,000 workers Consisting of 82% male workers and 18% female workers. The rate of unemployment among the consensuses is about 4.8% for males and 21.7% for females. Whereas, Cairo represents the highest labor force in country's demographics. Thus, females are responsible for about 23% of the total production of the country. However, sex at birth ratio is 1.05males/female and this means that the whole country consists of about 55%males and 45% females. Which means that there are roughly about 38,000,000 females are not working. This phenomenon is dangerous for the society as a whole. And the interdependence between males and females are out of proportion.

Even though for those who are considered part of the working force the unemployment rate among them is much higher than that among males. Therefore, there must be a wide array of social and cultural reasons that lead to this phenomenon. In this study we are trying to understand the work dynamics that might cause females to either progress or halt their careers in comparison to male peers. The study is trying to compare the effect of further knowledge on career advancement on both men and women in the Egyptian private sector. A longitudinal comparative study has been used targeting first line managers in the age group between 30 and 50 years old in both genders. The sample was picked randomly from 8 private institutes in 4 governorates Cairo, Alexandria, Sharqiyah and Sohag. The sample represented 3 sectors; medical institutes, petroleum sector and educational institutes. A simple random sample of 384 employees has been used from a population of 800,000 workers in the 4 governorates with a confidence level of 95% and confidence interval of 5. Only 158 employees were in our target group and only 150 employees successfully answered the survey. The sample included 41 females and 109 males. A broad scale survey has been used to test the significance of further studies in the form of formal training on career growth for both genders individually and then a comparison between the results has been performed. The survey consisted of 8 closed end questions testing the degree of career growth and 6 open end questions testing the type of career growth. Survey has been statistically analyzed using SPSS version 21.0. A

MANOVA statistical technique has been used to test the significance of relationship between gender and career growth and the analysis proved the presence of significance and accordingly we rejected the null hypothesis. Then Pearson`s correlation and weighted average statistical analysis has been done to find out the more probable group to see this growth. The results showed that males are most likely to find more use of the training in their careers more than females. The findings of the comparative analysis showed how culture can play a strong factor in altering the outcomes of undergoing the same training programs between males and females. The study will be backed up with relevant literature review.

Keywords: Gender, Career Growth, Training, Culture, Comparative.

Introduction

Organizational life is rather a dynamic one especially as we are surfing through the 21st. century. Employees on all levels need to take difficult career decisions to increase their competency levels to appeal more to the workplace. As businesses are evolving enhancing career pathway systems could be the magic door in helping people stay competent in the market place. Consequently, training serves as a significant way to develop more capacity and tools for employees to stay in business.

According to Noe (2008) training is defined as the effort exerted by an organization to facilitate the learning process of its employees in order to be more competent. These competences are emphasized in mastering skills and behaviors that lead to

better performance and versatile applicability. However, diversity is the norm, especially in how genders execute their jobs and how they implement the taught knowledge.

As Heim (1995) demonstrated that men and women are perceived differently in the workplace and explained the phenomenon as a culture related reaction. This can lead to hostile work environment and lower performance rates. Regardless of how men and women are perceived in the workplace, the main concern remains to be: do these work problems affect how genders perceive training? The more prominent question is: Do men and women receive equal organizational treatment after they successfully finish their training? According to Chrisman (1993) poor utilization of employee talents and underestimating their gender diversity can poorly impact the following business areas: productivity, profit, expenses and personnel. Also, underestimating the gender differences can lead to a self-concept problem which will impact significantly employee performance and consequently his/her career growth.

The theory constructed by Donald Spur (1990) indicates that career choices and its development are the most important aspects of a person's self-concept as it plays a big role in their mental growth, experiences and environment. In this paper we are trying to analyze the diversity between genders in perceiving training programs. Also, how each of them perceives training as part of their career growth process.

The main concern of this paper is to test the significance of

the impact of training on employees and the extent of the gender differences in terms of perceiving this training as part of their career growth process. This study is a behavioral descriptive analysis that is designed to test the degree of benefit that each gender experiences.

Literature Review

Training and Learning

From a performance point of view Sloman (1994) defines training as the systematic gain of knowledge, skills and attitudes in the form of behavioral scheme that provides the individual to perform his/her work in an appropriate manner that suits a specific task.

On the other hand, Gilly and Maycunich (2000), learning is the art of obtaining knowledge through multiple paths of study; whether this knowledge is a skill, an attitude or an idea that can alter the behavior of the person.

But, Harrison (2005) tried to connect the two concepts of training and performance together as he constructed a setting that links better performance with developing employees through training.

However, Sims (1990) believed that the more the principles of learning as motivation, behavior modeling, repetition, participation and application are included the more efficient the training is likely to be.

Training and Career Growth

In a study done by Cole (2002) those employees who undergo a training program are more equipped to perform their jobs and accordingly are more confident and motivated.

Also, the work of Rao (2004) demonstrated that organizations improve through the continuous evolution of its employees as they undergo training and improving their environment and technology. Thus, training and career counseling are crucial in the sustainability of employees and making sure that they are motivated and committed.

Shockingly, the results of the work of Chege, Musiega, and Otuko (2013) illustrated that it is not sufficient to train employees and expect them to perform well. This study is based on the assumption that if the training that those employees take is not strongly linked to the organizational needs and goals, then it is gone into void. This relates the relevance of the training programs to the tasks that organizations need their employees to perform. Accordingly, how this training is going to affect employee career growth in any form.

According to Weng, McElory, Morrow, and Liu (2010) career growth measures the degree of support an individual receives from organizations in meeting their career needs and how they translate this support in a more grounded actions like promotions and compensation.

The results of a study done by Kraimer, Seibert, Wayne, Liden, &

Bravo (2011) argued that only if organizations offer job opportunities that match the career development employees undergo in the form of training, employees show more loyalty and improved performance. Otherwise, if organizational support for employee career development is translated in higher turnover rate if not backed up with a proper career advancement in the organization.

However, Druker (1999) wrote in Harvard Business Review that due to the globalization era we are living in it is not only the responsibility of organizations to develop employees but it is the responsibility of the individual as well: "...we live in an age of unprecedented opportunity: if you've got ambition and smarts, you can rise to the top of your chosen profession, regardless of where you started out. But, with opportunity comes responsibility. Companies today aren't managing their employees' careers; knowledge workers must, effectively, be their own chief executive officers. It's up to you to carve out your place, to know when to change course, and to keep yourself engaged and productive during a work life that may span some 50 years." (cited in Kima 2015)

A much updated study done by Hedge and Rineer (2017) linked career development with improving career pathways. The study was constructed on the basis that they defined both with the term career growth. Their results showed that career development is important to both employer and employee, and those employers who support the career growth of their employees are more successful in the business environment. Also, the findings of this study support the link

between diverse workplace and training as a part of an improved career work path for both employee and the employer.

Training and Gender

Dillich(2000) found out that young workers entering fast changing industries consider knowledge as power to success and they view training as a way to increase their paycheck.

Accordingly, Malek & Liew (2002) defined professional competencies as knowledge, skills and attributes acquired by individuals to solve problems and decision taking by individuals to perform specific tasks and carry certain responsibilities.

Pauly et al. (2009) analyzed that gender training is a strategic goal that aims in achieving gender equality in the work place through policy making in order to create gender equality.

Mukhopadhyay and Wong (2007) argued that gender training is a critical part of organizational change as it improves training as part of strategic awareness to organizational development.

Also, the work of Catalyst (2006) that is due to the lack of diversity in the workplace women are one of the most unrepresented workgroups and often are excluded from networks especially from informal ones that provide important information.

Also, the findings of Inch et al.(2008) confirmed that there is a discrimination against females as they are less likely to be foreign expatriates than their male encounters.

The European Institute for Gender Equality EIGE (2012) research

provided evidence that proved the efficiency of gender training at individual and organizational levels. Also, proved that when done fairly, training impacts positively policy making; enabling closing the gap between genders in various political arenas.

According to Aguinis and Kraiger (2009) job enrichment is a part of human resource management that allows an environment for employees to grow and be satisfied in their workplace; through increasing work structure and autonomy. Whereas, this job enrichment can come in the form of skill enhancement that leads to better performance of the task on hand.

The study of Correl (2001) suggests that culture play a huge role in male and female career choice orientations. Whereas boys tend to be more science and technology oriented not because they are better in them but because they were taught they are.

However, the work of Van der Vleuten et al. (2016) proved that girls are more affected by stereotypes whiles boys tend to be resilient to it. Whereas, boys are more influenced by the amount of money and power they will gain from a job more than girls are. As girls find much appeal in any career choice that is concerned with helping others regardless of the pay.

This can be of much importance to business if it was linked to the work of Hunt (2000) which assumes that to develop organizational competency is to implement a strategy that supports technical training for women to increase key performance indicators and identify potential resistance among employees regarding this matter

to ensure their strategic competency.

Ramaci (2017) found out that there is an apparent difference between males and females in their choice of careers as males tend to be more scientific and business oriented where females tend to be more artistic.

On the other side, Andries, Lambey, and Tumiwa (2017) proposed a study on gender job enrichment, the results of the study found out that male employees found more job enrichment than those of their female counters. The study also found out that male employees received more knowledge to do their routine tasks which has led to low self-esteem to their female peers as they could not solve the same tasks due to lack of knowledge.

Significance of the Study

As Egypt is going through major demographic changes throughout the increasing numbers of females entering the workforce. Also, faced with changing cultural trends in how women are supporting themselves. The need for career growth has not been isolated solely for males and females are finding themselves competing head to head with their male counterparts. Backed up with stereotypes and discouragements they shifted their focus on how to improve their career path.

In this paper we are trying to investigate how growing career path through training affect both males and females. Also, to test if there is a difference in how both genders perceive this growth. Taking into

consideration that: both genders are on the same managerial level and will be considered for filling the same job openings.

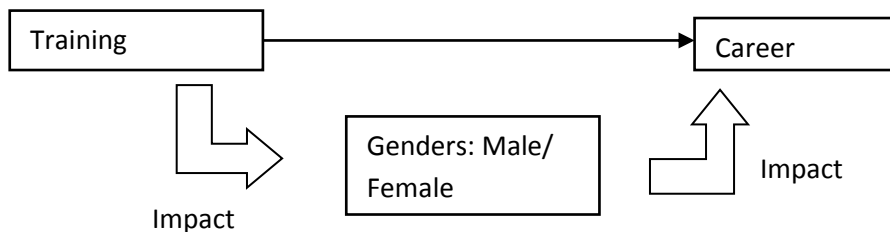
Methodology

Aim of the Study

The aim of the study is to test the impact of training on improving career growth for both males and females. The study is also a comparative one where we will be targeting the differences in preciseness between males and females for these training programs and the degree of their beneficially to their career growth in any way.

The importance to this research is targeting the gender factor as a moderating variable that affects the impact of training programs on career path growth a variable that makes same training knowledge differ in their impacts between males and females. Also, a descriptive analysis is going to be performed to find the reasons behind the findings.

Research Questions and Hypotheses



Q₁: To what extent does Training affect Career growth?
Conceptual framework diagram: Training and Career growth
Prepared by author.

H₀₁: There is no correlation between training and career growth.

This is in terms of the relationship between acquiring more knowledge and finding a real translation for this knowledge in terms of organizational recognition of these skills.

Q₂: to what extent there is a correlation between gender training and career growth?

H₀₂: There is no correlation between gender training and career growth.

This is in terms of getting advantages in their jobs and utilizing more skills.

Q₃: There is a difference between how genders perceive training and career growth?

H₀₃: There is no correlation between the preciseness of genders to training and career growth.

This is in terms of how genders interpret the impact of undergoing a training program and the way the knowledge gained from this program is evaluated in the form of career growth.

Research Design

For the purpose of this study a longitudinal comparative analysis has been conducted as the sample units were asked to evaluate the before and after impact of the training programs on their career growth.

Setting and Sampling

The sample was picked randomly from 8 private institutes in 4 governorates Cairo, Alexandria, Sharqiyah and Sohag. The sample represented 3 sectors; medical institutes, petroleum sector and educational institutes. All consents have been taken from individuals as well as the consent of the place of work has been taken as well. The unit of the sample is all individual male and female employees between the age of 30 to 50 years old and have undertaken training programs and subject to any form of career growth in the form of position, finance or both. A simple random sample of 384 employees has been taken only 158 employees were under the target group and only 150 employees have successfully answered the survey. The population that has been used is 800,000 workers in the 4 governorates with a confidence level of 95% and confidence interval of 5. The sample included 41 females and 109 males. A broad scale survey has been used to test the significance of further studies in the form of formal training on career growth for both genders individually and then a comparison between the results will be performed.

Tools and Procedures

A broad scale survey has been used to test the significance of further studies in the form of formal training on career enhancement for both genders individually and then a comparison between the results will be performed. The survey consisted of 8 likert style closed end questions testing the degree

of career growth and the gender type. Also, the closed end question tested the degree of the impact of training programs from the formal and informal transfer of knowledge.

The test the reliability and validity of instrumentation Chronbach- alpha has been measured.

Research results and discussions

Statistical analysis

Reliability assessment using Cronbach's alpha, which is a statistical function used to provide us with an overall reliability coefficient for a set of variables (questions). The one-way multivariate analysis of variance (one-way MANOVA) is used to determine whether there are any differences between males and females on independent groups (different training outcomes on career growth). Whereas Pearson product-moment correlation coefficient (Pearson's correlation) is a measure of the strength and direction of association that exists between two variables, it used to define the relation between each question as a variable (each career growth outcome through training) and gender difference. Also, Pearson's correlation is used to study the relationship between training effectiveness and career growth.

The current study used SPSS program "Statistical Package for the Social Sciences" (SPSS) version 21.0 as a statistical analysis tool, to study the effectiveness of training on career growth in relation to gender difference in the Egyptian work force. We started by

using the results of 150 completed questionnaires on the effectiveness of formal training on career growth to examine the reliability of the questionnaire using Chronbach`s alpha. Then we examined the impact of each variable related to training on work outcomes and career development in different genders using Pearson`s correlation test as a method for statistical analysis. For more clarification of results, we demonstrated the percentage of results of all questions for males and females on a scatter diagram to show the trend analysis of the results.

Results

TABLE (1): Reliability tests

(a)Cronbach`a Alpha

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
<u>.637</u>	.451	10

TABLE (2): MANOVA for relationship of different genders (males and females) on independent groups (different training outcomes on career growth)

Multivariate Tests^a

Effect	Value	F	Hypoth esis df	Error df	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^c	
Intercept	Pillai's Trace	.720	45.026 ^b	8.000	140.000	.000	.720	360.211	1.000
	Wilks' Lambda	.280	45.026 ^b	8.000	140.000	.000	.720	360.211	1.000
	Hotelling's Trace	2.573	45.026 ^b	8.000	140.000	.000	.720	360.211	1.000
	Roy's Largest Root	2.573	45.026 ^b	8.000	140.000	.000	.720	360.211	1.000
TRST	Pillai's Trace	.232	5.291 ^b	8.000	140.000	.000	.232	42.326	.999
	Wilks' Lambda	.768	5.291 ^b	8.000	140.000	.000	.232	42.326	.999
	Hotelling's Trace	.302	5.291 ^b	8.000	140.000	.000	.232	42.326	.999
	Roy's Largest Root	.302	5.291 ^b	8.000	140.000	.000	.232	42.326	.999
Gender	Pillai's Trace	.227	5.149 ^b	8.000	140.000	.000	.227	41.189	.999
	Wilks' Lambda	.773	5.149 ^b	8.000	140.000	.000	.227	41.189	.999
	Hotelling's Trace	.294	5.149 ^b	8.000	140.000	.000	.227	41.189	.999
	Roy's Largest Root	.294	5.149 ^b	8.000	140.000	.000	.227	41.189	.999

a. Design: Intercept + TRST + Gender

b. Exact statistic

c. Computed using alpha = .05

TABLE (3): Pearson's correlation for training effectiveness versus gender difference

	QQ1	QQ2	QQ3	QQ4	QQ5	QQ6	QQ7	QQ8
Pearson Correlation	-.182*	-.016	-.272**	-.324**	-.048	.047	.076	-.103
Sig. (2-tailed)	.026	.844	.001	.000	.561	.570	.353	.211

TABLE (4): Pearson’s correlation for 8 questions covering training effectiveness and career growth

		Q2	Q3	Q4	Q5	Q6	Q7	Q8
Q1	Pearson Corr.	.138	.034	.058	-.105	-.035	-.169*	.003
	Sig. (2-tailed)	.093	.678	.480	.202	.667	.039	.969
Q2	Pearson Corr.		.612**	.564**	.352**	.097	.126	.086
	Sig. (2-tailed)		.000	.000	.000	.239	.123	.296
Q3	Pearson Corr.			.944**	.595**	.020	-.012	.068
	Sig. (2-tailed)			.000	.000	.804	.888	.406
Q4	Pearson Corr.				.628**	.107	-.019	.079
	Sig. (2-tailed)				.000	.192	.815	.334
Q5	Pearson Corr.					.252**	.206*	.116
	Sig. (2-tailed)					.002	.011	.159
Q6	Pearson Corr.						.014	.045
	Sig. (2-tailed)						.869	.585
Q7	Pearson Corr.							.492**
	Sig. (2-tailed)							.000

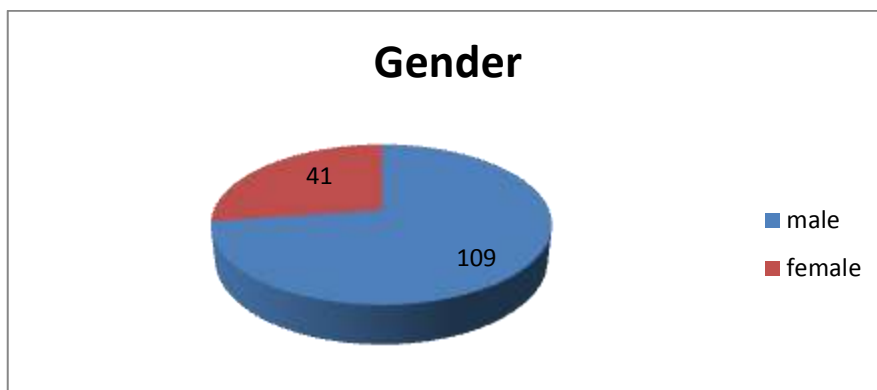


Figure (1): Percentage of males and females who fulfilled the questionnaire

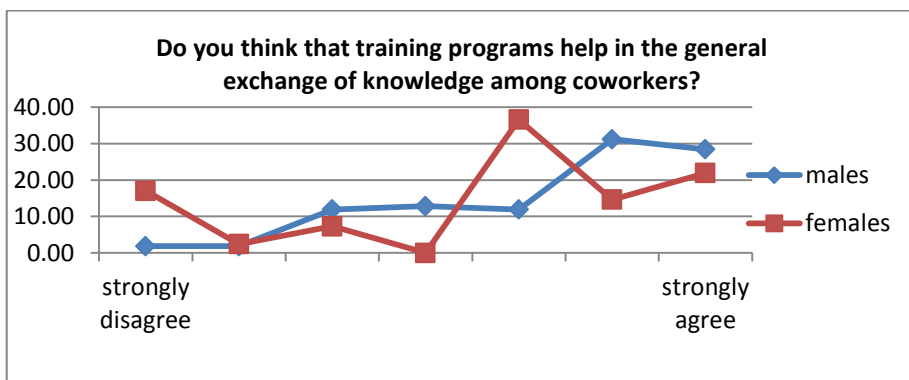


Figure (2): Scatter diagram for the demonstration of percentage of results of males and females for question (1):

Do you think that training programs help in the general exchange of knowledge among coworkers?

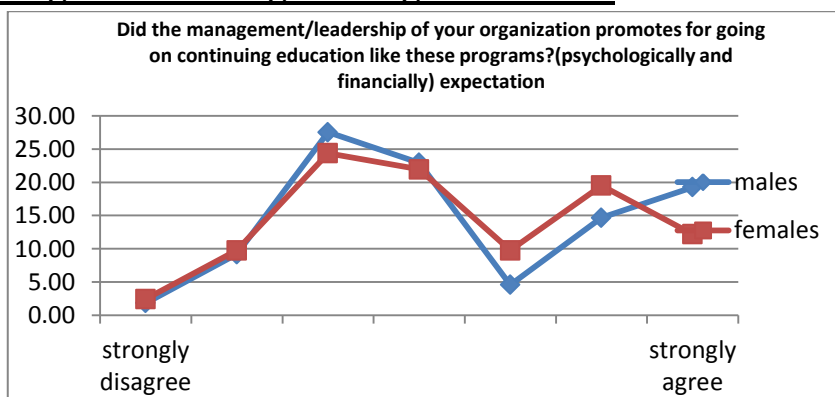


Figure (3): Scatter diagram for the demonstration of percentage of results of males and females for question (2):

Did the management/leadership of your organization promotes for going on continuing education like these programs?(psychologically and financially)

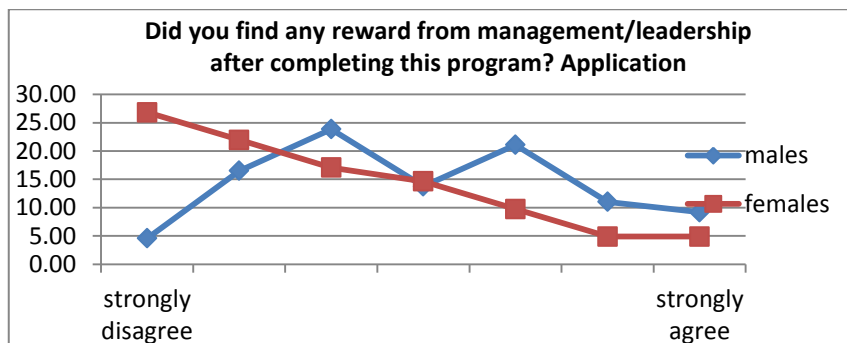


Figure (4): Scatter diagram for the demonstration of percentage of results of males and females for question (3):

Did you find any reward from management/leadership after completing this program?

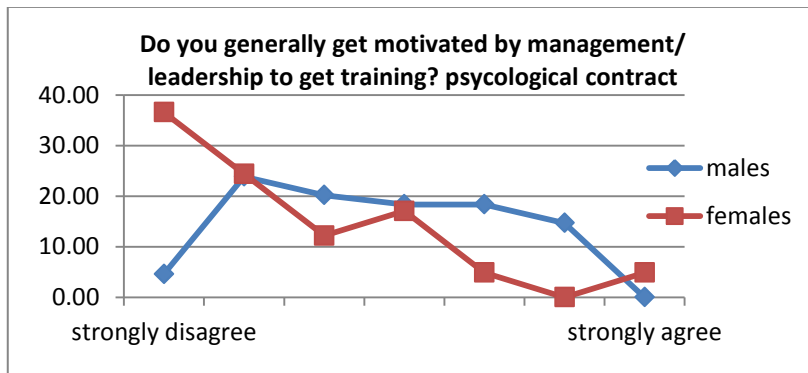


Figure (5): Scatter diagram for the demonstration of percentage of results of males and females for question (4):

Do you generally get motivated by management/ leadership to get training?

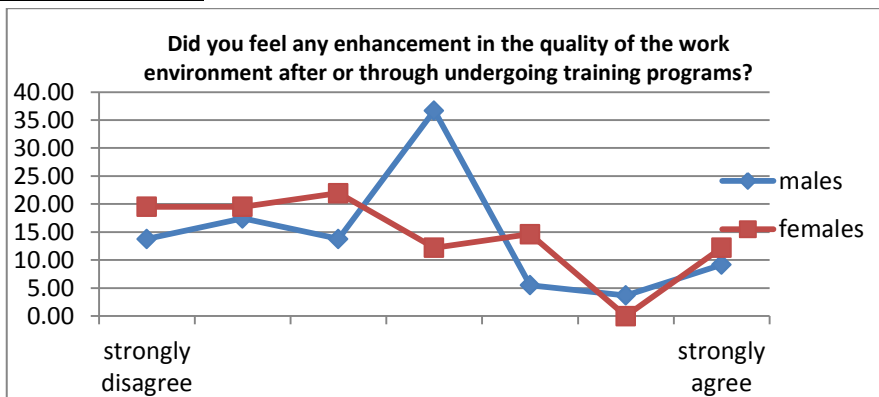


Figure (6): Scatter diagram for the demonstration of percentage of results of males and females for question (5):

Did you feel any enhancement in the quality of the work environment after or through undergoing training programs?

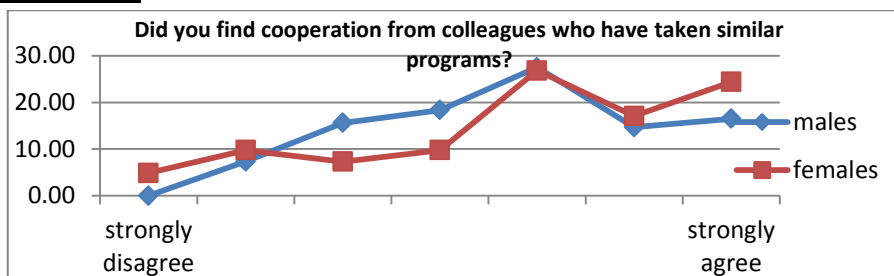


Figure (7): Scatter diagram for the demonstration of percentage of results of males and females for question (6):

Did you find cooperation from colleagues who have taken similar programs?

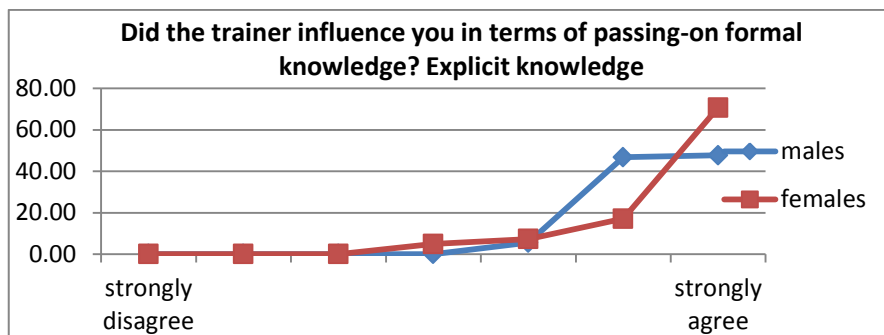


Figure (8): Scatter diagram for the demonstration of percentage of results of males and females for question (7):

Did the trainer influence you in terms of passing-on formal knowledge?

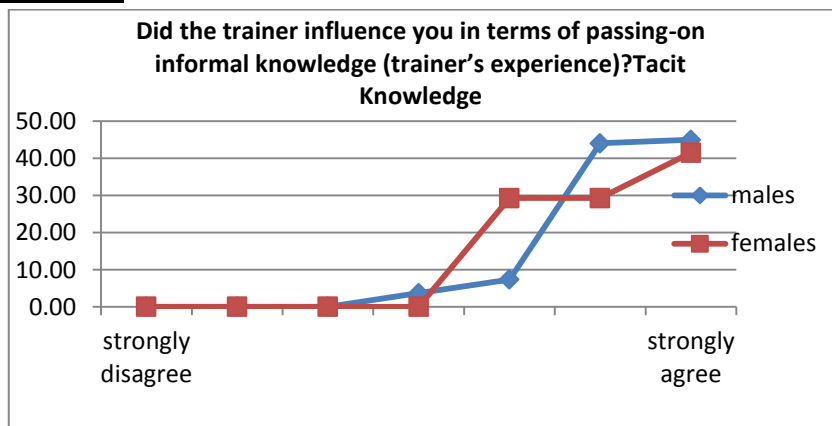


Figure (9): Scatter diagram for the demonstration of percentage of results of males and females for question (8):

Did the trainer influence you in terms of passing-on informal knowledge (trainer's experience)?

DISCUSSION

Reliability of Questionnaire

The Result of reliability test (Table 1) using Cronbach's Alpha test Based on Standardized Items, it shows the result is 0.637 respectively, with total 10 item selected for all tests results, which includes the results of gender, managerial level and the 8 questions concerning effect of training on career growth. This confirms that the reliability of the desgined questionnaire used in this study, according to that the questionnaire results and more matched to reality. Cronbach's alpha will generally increase as the intercorrelations among test items increase, and is thus known as an internal consistency estimate of reliability of test scores. Because intercorrelations among test items are maximized when all items measure the same construct.

The Impact of gender difference on career growth through training

The results of one-way MANOVA (Table 2) is used to determine whether there are any differences between males and females on independent groups (different training outcomes on career growth). The results of Wilks' Lambda showed that there is a significant effect of gender on career growth.

Pearson`s Correlation test (Table 3) was used to study the effect of gender difference on each training outcome separately. The results showed that there is a significant value between gender difference and question (4) which stated that: Do you generally get motivated by management/ leadership to get training? This highlighted the psychological contract between managers and employees and which is ore strong in male employees than in female ones.

To clarify the results more, scatter diagram for demonstrating the percentage of results for males and females for each question concerning the impact of training on career growth (figures 2-9). The trend of the results show that males benefit more from the training sessions than females and which consequently affects positively their career growth, similar to the results of Insch et al. (2008), and similar to the stereotyping studied by Van der Vleuten et al.(2016). Also, this supports the gender job enrichment in favor of males as concluded by Andries, Lambey, and Tumiwa (2017).

The Impact of training on career growth

Pearson`s Correlation test (Table 4) was used to study the effect of training effectiveness on career growth. The results showed that there is a significant value between management promotion for going on continuing education and finding reward after completion of these programs. There is also a significant value between management promotion for going on continuing education and being motivated by the management to get the training, which highlights the psychological contract between the

employee and the management/organization. This is confirmed by the results reported by Kraimer, Seibert, Wayne, Liden, & Bravo (2011).

The results also showed that there is a significant value between management promotion for going on continuing education and feeling enhancement in the quality of the work environment after or through undergoing training programs.

There is also a proved relationship between getting rewards from management/leadership after completing the training program and both being motivated and feeling development in the work-environment quality, being motivated to complete the training also impacted the quality of the work environment, similar to the study performed by Cole (2002) and Rao (2004).

Finally, there is relationship between trainer`s influence in terms of passing-on formal (explicit) knowledge and informal (tacit) knowledge.

Conclusion and Recommendation

There is a significant relationship between difference in gender and different training outcomes on career growth which rejects hypothesis 2. This is in terms of getting advantages in their jobs and utilizing more skills.

There is positive correlation between training and career growth which rejects hypothesis 1. This is in terms of the relationship between acquiring more knowledge and finding a real translation for

this knowledge in terms of organizational recognition of these skills. There is difference in the preciseness of genders to training and career growth which rejects hypothesis 3. This is in terms of how genders interpret the impact of undergoing a training program and the way the knowledge gained from this program is evaluated in the form of career growth.

We recommend a further study on the impact of training on career growth in other fields and on different managerial levels. Also, it would be of great importance to study the different impact of training on various items of career growth. Also, the implementation of this study in other countries rather than Egypt, will give the researcher the opportunities to study the impact of difference in gender on training effectiveness and career growth and compare cross-cultural impact.

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