

Exploring Women Journey And Factors That Act As Glass Ceiling On Women In Getting Into Senior Management: A Literature Review

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Abstract

The literature review indicates that the progression of women in many fields in getting into senior management has been growing very slow. Men are still dominant in numbers when it comes to such positions, for example in the construction industry, men are still dominant in construction industry due to the fact that the working conditions of the construction environment(s) are dangerous to conduct work on and the culture of hard labor altogether with long working hours deprive women an opportunity to flourish in such environments. Therefore, there is a need to interpolate such industries into novel models and transform them into advanced state for all. Subsequently, the literature postulates that there is a need for more women to study Science, Technology, Engineering and Mathematics (STEM) fields further to be able serve in senior management positions. However, many organizations need to have women empowerment programs for those who exhibit the attributes to serve in senior management/leadership positions with the inclusion of capable women. Senior women need to mentor and train junior women within permissible structures of organizations. The literature suggests that the gap between the two genders when it comes to senior management is great apart even though women are perceived to have skills to serve in those positions. Thus, there is a need for more studies focusing on how to minimize this gender disparity as most of the studies are centric in the disparity of the two genders rather than establishing the cause and proposing solutions. Therefore, the research proposes that a new model for numerous industries ought to be generated in order to exterminate this exacerbating effect.

Keyword: Structural impediments, Barriers on women, Women in industry, Management, Leadership, Gender in labour force, Glass ceiling.

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I. Introduction

This review commences by considering the studies that have tried to depict the sequence of careers held by men and women. Up to the 1980s, research relating to professions or careers concentrated mainly on men's professions, and when women's professions were viewed, it was frequently expected that they followed or ought to follow a similar direction as those of males. Towards the end of the 1980s, there was expanding caution that women's professions vary from those of men in regard to various perspectives. Accordingly, there is currently an increasing focus on the examination of management within professions or careers as well as psychology or neuroscience publications, highlighting the direction of female's professions, both generally and specifically in relation to the particular components that have an effect upon women's careers (Broughton and Miller, 2009:1).

Specific consideration has been provided starting from the mid-1990s to components that prevent females' progression or their movement past a specific level within an organization. The trend commonly alluded to as the 'discriminatory limitation or glass ceiling' comprising a scope of variables that can restrain women's advancement within the workplace by restricting their admittance to advancement opportunities for leadership positions as well as networks and key gatherings within an organization (Broughton et al., 2009:1).

Women

Females are playing an expanding role within the present global economy, and their wages and spending potential are crucial to the economic prosperity of every country. From a customer point of view, women possess considerable influence. In the "she-economy" females are frequently alluded to as the family's chief buyer. As mentioned previously women are reported to make more than 85% of decisions regarding family spending, including major judgements such as capital expenditure and vehicle acquisitions that represent four (4) trillion dollars yearly in optional spending. (Johns, 2013:2).

Women comprise 50% of the inhabitants of most nations and are well known to contribute essential roles such as community developers/organizers, managers, producers and mothers. Their commitment to the economic and social improvement of their communities is greater than that of men due to their dual roles within the reproductive and productive circles (Makama, 2013:115).

The portion of females in the workplace has increased from 33% of all workers in 1970 to practically 50% of the entire workforce in 2012. Furthermore, as stated earlier, in the medical and educational professions females represent 77.4% of the work force. Women currently are obtaining 60% of bachelor degrees awarded annually – an expansion of 20% since 1970 (Johns, 2013:2). According to David (2015:10-23) as cited by John (2013:2), as women's educational achievements have improved, their duties have likewise changed. A larger portion of females (51%) are currently working professional in management and other related professions.

Females' financial reward has improved considerably during the past thirty years. Since 1979, the reward for full time females has expanded by 31% compared to 2% for their male partners. For women with an advanced education, their remuneration has risen by 33% since 1979, contrasted with 22% for their male counterparts. Regretfully, even with such growth, women's income still falls behind that of men. Across educational levels, females working full time yearly earned only 77% as much as men and this reward gap extend across all education levels. For instance, in 2009, women secondary school graduates acquired only 69.6 cents for each dollar recovered by their male partners, while female higher education graduates acquired 70.9 cents for each dollar earned by male graduates. The sexual orientation reward gap is biggest at the highest point of the educational range, with professional females obtaining 57.9 cents of each dollar acquired by professional men (Johns, 2013:2).

Structural Impediments On Women

According to Palacios-Lopez, Christiansen and Kilic (2017:2-23), as cited by Sell and Minot (2018:46), women possess a critical responsibility in farming and represent 43% of the rural workforce in agricultural nations. In Africa they are viewed as a solution to food security by manufacturing up to 80% of the indigenous consumed food. Countless investigations of women's role in farming have called attention to the gender gap in resource possession, training and education, admittance or entrance to extension and credit services which disadvantages female farmers. The gaps mentioned above influence intra-household distribution and income, with negative consequences for families' wellbeing, health and educational status. The 'gender gap' within the agricultural industry may have a long-term involvement from both a building or development perspective and an economic standpoint (Sell and Minot, 2018:46).

According to Manfre et al. (2013:1-26), as cited by Sell et al. (2018:46), to help women farmers face their many challenges, it is fundamental to comprehend the elements driving the gender gap that most researches maintain that it is generally connected to issues concerning women's empowerment and community participation. Identifying and understanding these determinants is an initial phase towards investigating techniques for decreasing gender inequality, empowering women farmers and advancing food security and, consequently, should be a critical aspect of any work in agricultural development (Sell et al., 2018:46).

The Labyrinth

According to Cornell University, women's main barriers to positions of power is the already mentioned glass ceiling, a term initially utilized by Nora Frenkiel in Adweekin March 1984 to clarify the invisible hindrances women face once they accomplish the highest point of middle management and from where they are unable to rise any further. Although contemporary media claim that this 'glass ceiling' is being broken, in reality it still exists (Schwanke, 2013:16).

Another term recently advised for these obstructions is the labyrinth, a term that aptly expressed the exhausting complicated difficulties facing women should they seek more senior positions (Guerrero, 2011:382). Despite the fact that gains have been made in numerous employment sectors, women continue to be underrepresented in places of power. Fewer than 16% of corporate officials and board individuals from Fortune 500 organizations are women and these positions frequently include significant pitfalls for the women who do accomplish them. Women executives bear burdens such as isolation, prejudice, stereotyping, sexual harassment and tokenism (Schwanke, 2013:16-17).

According to Kolade and Kehinde (2013:78-92), it is a fact, however, that critical advancement has been accomplished in stimulating gender equality in the work market over the past few decades. Females have been moving consistently towards managerial and professional roles normally labelled as 'men's positions'. Even with this considerable improvement, women are not yet fully recognized because they occupy few top level management positions in certain industries such as construction, telecommunication, banking, oil and gas, aviation, mining and manufacturing.

Furthermore, even in a female influenced profession such as teaching for instance, the greatest numbers of educators are women while senior managers are still mainly men. Within the wellbeing field, specialists and

medical clinic heads are predominantly men, while the majority of the attendants and care staff are women. Despite the fact that women are starting to infiltrate non-traditional professions, such as project management and construction, they are extremely under-rated and remain at lower levels of management (Kolade et al., 2013:78-92).

Women organisations, trade unions and government departments have committed a great deal of thought and energy in an attempt to conquer the institutional and attitudinal separation that block women from specific positions and impede their professional advancement, while the obligation to battle gender discrimination is re-established occasionally at international conferences. However, the results of the majority of these attempts fall below expectations. Additionally, there is the proof that employers are starting to more efficiently develop women employees and are initiating family-accommodating arrangements to attract and retain their services. Despite this progress, women still find it hard to overcome the "glass ceiling" syndrome, a condition that frustrates proactive women because it restricts them to the lower levels of management within their working environments (Kolade et al., 2013:78-92).

According to Du Plessis and Barkhuizen (2012) as cited by Martin and Barnard (2013:3), as indicated by various researchers who concentrated on discovering the obstacles experienced by women engineers, determined that deficient training and opportunities for mentorship were the basic professional boundaries facing aspiring female executives in the engineering field. These researchers also stated that gender discrimination is the crucial psychological obstacle to advanced leadership for women. Additionally, according to Damaske (2011) as cited by Martin et al. (2013:3), unfavourable psychological boundaries, such as discrimination and gender stereotyping in male occupations, make women's development merely a transmission from men-influenced to women-ruled occupations because the incidence of under-use and bias among females in male-ruled occupations is normal.

Other psychological issues that hinder females from achieving their full potential in men-ruled occupations connects with their own gender role expectations regarding stereotypes. These views incorporate stereotypical inquiries regarding women's ability and roles, gender belief systems result in their having low self-assurance and, thus, feeling inadequate. Specialists have noticed that unequal rewards (or the women-men reward gap) represent gender imbalance and separation that prevents the upward movement of females' careers. Accordingly, females feel that their associates do not pay attention to them, that they are not given equal opportunities and do not receive the compensation or positions commensurate with their abilities (Martin et al., 2013:3).

According to Cha (2013) as cited by Martin et al. (2013:3-6), within the construction industry for instance, females reported an absence of accessible funding for improving the qualifications, status and capabilities of women workers. Men-ruled workplaces further sustain a 'men-model' of professional movement whereby execution and performance equates with working longer hours and 'presenteeism'. This latter practice involves remaining at work longer than is anticipated (or really necessary) to impress directors, therefore, comprises the hidden minimization of their females co-workers with family commitments.

According to Du Plessis and Barkhuizen (2012) as cited by Martin et al. (2013:3-6), explains that being the essential and basic guardian of their family while, at the same time, trying to meet their work commitments, often forces women to experience problems of time management and eventual overload, further reducing their opportunity to obtain a balance between work and pleasure.

Variables obstructing the progression of females include absence of access to essential facilities and housing, support service, together with technologies for overcoming tedious work, as well as a lack of work-related wellbeing and opportunities for improving performance. Despite such deficiencies, the most ideal way to promote female leadership is to assist them to engage in a process of development and economic growth (Subramanian, 2018:1120).

Societal Expectations

According to Kiser (2015:601), human society seems to sustain a framework that upholds a progression based upon no less than one of its groups having a more significant societal position and control over the other. The theory of social dominance was created as an endeavour to see how these group-based orders are shaped and maintained. Its reasoning incorporates the possibility that discrimination happens across numerous levels and is facilitated to support the predominant gathering by normalizing society's common social belief systems. According to Ho et al (2012) as cited by Kiser (2015:601), this theory has been valuable in clarifying the bias psychology and intergroup conduct and is an overarching indicator of bias against specific units, including females.

Underlying Issues in Society and Corporate Settings

There are two kinds of structural issues that both men and women face; some are normally found in society while others are discovered in corporate settings. Societal issues are those powers, which are

traditionally established in cultural and public community. Contributing components to the restricted professional development for women incorporates a few elements of cultural rules and programmes such as restricted human resources and the cultural assumption that women's main participation in industries involves servicing professions such as health services, education, community and so forth. (Schwanke, 2013:17).

The social approach coordinated towards women generates imbalance in family commitments, for instance, maternity leave is given preference over paternity leave, or the fact that mothers are urged to work certain hours or days after giving birth to a child while fathers are not given an equivalent freedom. Such social behaviour strengthens the assumption that it is more suitable for women to dedicate themselves to family duties than it is for men (Lachance-Grzela and Bouchard, 2010:768). This discrepancy builds an unwanted situation for females, who are compelled to select an undesirable work-life balance in order to accomplish their professional aspirations (Schwanke, 2013:17).

Life is male-centric in nature; it exhibits the construction of natural norms accompanied by a material base that empowers men to rule over women (Makama, 2013:115). Society's extremely negative attitudes towards females are reflected in a few areas of work including the Law, Judiciary and the Police Force. Despite some positive changes to women's role within society, most communities still do not regard them as being equivalent to men. Many females continue to experience hardships throughout their lives and often receive little support for devastating experiences globally. However, as alluded to by Kofi Annan (Secretary-General of the United Nations from 1997 to 2006) no system is more advantageous to a community than serving people equally. Aside from disparity, segregation according to sex is additionally hampering the advancement of developing countries by under-utilizing women's potential and placing men in most hard laboured jobs (Subramanian, 2018:112).

Cultural Expectations

Culture and religion have controlled relationships between men and women for a lengthy period and the long-established male ruling of social organizational structures at all levels of authority (Makama, 2013:115).

Additionally, this male centric culture is a major determinant of male strength over female and subsequently in some societies male children will be favoured within the family in order to sustain the family name and father decedents, while females are regarded as their subordinates. Moreover, teenage boys are prepared for work at the very young age while teenage girls are limited to the nurturing activities assigned to them which influence their upbringing (Makama, 2013:116).

Another women's cultural issue is their restricted human resources that include access to capital, education and skills and the knowledge and experience of the working world. Cultural expectations consider that, unlike their male counterparts, it is improper for females to allow their careers to intrude upon their family duties such as taking care of children. Furthermore, women are urged to work in sectors that have less formative opportunities of senior management due to the strength and the amount of time that those positions require to be successful (Guerrero, 2011:382).

Broughton et al. (2009) noticed that females in management usually come from non-business backgrounds, a fact which restricts their endeavours to succeed due to their limited business experience in management. Females often compensate for this lack of knowledge by acquiring expertise through post-graduate degrees. Furthermore, exponents of the "glass ceiling" theory contend that women do not progress because of their restricted global business experience which is usually the result of their lower opportunities for senior management positions compared to their male co-workers (Schwanke, 2013:18).

According to Lama (2012:1-52), people possess a distinct difference based on their body structure. In each community this body structure becomes a fundamental concern of cultural resistance whereby both men and women are attributed to certain significant roles to play in the community. Sexual orientation is the manner, in which communities represent anatomical contrasts, and such cultural logic is the basic power that prevents men and women being treated as equal. This intrinsic distinction has brought about social disparity, stigmatisation, and separation and at times, death.

Communities assert that there are clear capacities, emotions and practices that correlate to people based upon their biological sex, such sex distinctions are the elements that empower codes and specific cultural laws relating to so called 'masculine' and 'feminine' qualities to be established in all areas of life and gender related activities. These gender norms come to fruition in thoughts, practices, discussions and social portrayals, which result in conditioning individuals' subjective and objective conduct (López-Fernández and Atristain, 2017:50).

Women's Education

Throughout the entire existence of engineering education within certain nations, few events have demonstrated more power or quality than the formation of the National Science Foundation (NSF). This institution is the agency created in 1950 "to develop the advancement of science; to propel the public wellbeing,

welfare, and prosperity; to consolidate the defence of the nation". One of the organization's basic missions is to "develop a list of an extensively comprehensive science labour force as well as engineering" to guarantee that South Africa produces adequate numbers of engineers and scientists to keep the country in the front line of technological advancement and scientific discoveries (Lichtenstein et al., 2014:311-312).

Development or advancement is viewed as an improvement in the existence of individuals, things and places. It is an interaction that individuals globally seek. A country with a dynamic populace of young females and males is bound to experience rapid growth and advancement. In many instances, developing nations are being minimized an opportunity by refusing young females an admittance to higher levels of education which makes it impossible for women to contribute fruitfully to the improvement of their society or country (John, 2017:1).

Learning or education is an "interaction of schooling and teaching to improve information and create abilities" (John, 2017:1). Thus, education is a key, which opens possibilities and opportunities for every person. Education is supposed to be a machine, which breaks the chains of poverty, along these lines prompting change, improvement and progress (Makama, 2013:120).

Education may build females bartering power inside their families since it enriches them with information, abilities and assets to settle on life decisions that improve their decision making. Assessment of the impact of education on strengthening (empowering) is difficult in light of the fact that women's inclinations, family foundations, preferences and characteristics of the community that influence both empowerment and education might be confidential. Based upon the presumption that these secret attributes connect with women's empowerment and education, standard least square predicts of the impact of education will be one-sided. One approach to tackle this issue is to exploit sources of various forms of education that are disconnected from female's characteristics and empowerment (David, 2015:10-23).

Education assists people to claim and guarantee their privileges and rights and understand their capabilities in political, economic and social fields. It is additionally one of the major means of lifting individuals out of poverty. The current globalization wave has enormously improved women's lives around the world, especially those living in the developing countries (Aja-Okorie, 2013:272).

- Inequality in gender in education is significant. Girls are less likely to access school, to attend or remain in school and successfully complete their education. Today, 30 years after the Convention on the Elimination of All types of Victimization against Women and nearly 20 years after the Convention on the Rights of the Child, young females still contribute 56% of the 77 million children who do not attend school, and women contribute 66% of the adults who are uneducated. Indeed, even young females who do participate in school may have inconsistency attendance because of other demands made upon them, due to fact that their schooling may not be considered a priority (Aja-Okorie, 2013:273). Young females are most likely to be unsuccessful in key subjects, to repeat standards and leave school ahead of schedule. In many nations, girls are regarded as less suitable candidates for progressing to secondary schooling. Gender imbalance in the community definitely affects the content and arrangement of education. Subsequently, the need to look at and address the problems involving the inadequate education of females within many communities cannot be ignored (David, 2015:10-23).

Women's Choices

Female's extraordinariness in top positions: contending clarifications

Throughout the last thirty years, two contrary viewpoints, looking to clarify women's scarcity in senior positions in associations or organizations, have solidified: the Preference Theory (Hakim, 2006) concentrated on people's preferences and decisions (choices), the research stressed on the significance of constructions as being compelling variables affecting women's professions (Lupu, 2012:352).

The theory of preference, created by Catherine Hakim (2002), was based upon a longitudinal experimental exploration in United States and Britain. This theory supposed to clarify women's decisions between market work and family work (Settle and Brumley, 2014:1-18). Based upon Hakim, clarification for the inferior positions of women in society and corporate, are among "dispositional" components explicit to women as opposed to among "situational" components – that is, the idea or nature of the work they do. In this manner, Hakim's (2002) study pinpointed that life decisions are a feature of choice in the investigation of women's professions, and not just the result of socialization or primary impacts.

In view of a 1999 public study undertaken in Britain, Hakim (2002) declares that preferences of lifestyle are a significant determinant of employment patterns, fertility and job decision (Lupu, 2012:352-353). Her examination displayed the presence of three gatherings of women pertaining to work connected to preferences: two small groups involving women displaying home-focused or work-focused preferences respectively, and one large group of women displaying versatile lifestyle preferences comprising individuals who need to accommodate everyday life and paid work (Lupu, 2012:352-353; Settle et al., 2014:1-18).

Hakim (2002) argues that the "versatile" group will not offer a preference to paid work. When working within places of authority, it is essential to offer a high standard of performance within the work life that balances both serious and fun times. She also infers that women wishing to accommodate a family life as well as a career will never achieve the highest point of the corporate hierarchy. Any arrangement that seeks to accomplish gender equality at the most elevated levels is unreasonable and bound to fail since it would demand individuals, particularly women, to consider formulating certain career decisions that they would not be willing to make.

Moreover, Hakim (2002) contends that the best measure of professional dedication is full-time employment and that opting for part-time work is not equivalent to the responsibility and dedication expected from full-time employees. She argues that women working in part-time jobs are less dedicated to work and exhibit similar qualities and mind-sets to housewives. Ginn questions Hakim's "measure" of responsibility by contending that comparing responsibility with hours worked cannot be scientifically supported (Lupu, 2012:253).

Women Expectations

The significant gender gap in the science, technology, engineering and mathematics (STEM) labour force can be traced to the underrepresentation of women who achieve careers within these fields (Kennedy and Odell, 2014:246-256). The necessity for studying calculus and/or analytics is a fundamental source of this deficiency and has appeared to regularly discourage women from seeking success within the STEM fields. Many of the students who enter high school inspired by STEM, either endure or leave the math path after taking Calculus I and, consequently, either continue pursuing a STEM major or are discouraged from STEM related courses (Ellis, Fosdick and Rasmussen, 2016:1).

Figure 1.1: Shows the difference in the reason for not intending to take calculus II between women and men

Reason for not intending to take Calc. II	STEM-Intending		STEM-Interested	
	Men	Women	Men	Women
	(37)	(48)	(86)	(158)
I changed my major and now do not need to take Calculus II	70%	65%	33%	32%
To do well in Calculus II, I would need to spend more time and effort than I can afford	41%	35%	38%	37%
My experience in Calculus I made me decide not to take Calculus II	32%	38%	42%	45%
I have too many other courses I need to complete	27%	25%	50%	50%
I do not believe I understand the ideas of Calculus I well enough to take Calculus II*	14%	35%	20%	32%
My grade in Calculus I was not good enough for me to continue to Calculus II	16%	19%	15%	15%

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Source: Ellis et al., 2016:1

The above information was sourced from an interesting public study that concentrated on standard school analytics/calculus. In light of this investigation, it was discovered that while preparing for scholastic readiness, professional expectations and guidance, the chance of females being discouraged from proceeding in math is 1.5 times more prominent than it is for males. Besides, females, more often than males, report that they do not comprehend the course material sufficiently to be able to proceed to the next level (Ellis, Fosdick and Rasmussen, 2016:1). When contrasting females and males with regard to their expected numerical capacities and readiness, it was discovered that females start and end the term with remarkably lower numerical certainty than males (Kennedy and Odell, 2014:246-256).

The above finding proposes that an absence of numerical certainty, as opposed to an absence of numerical capacity, might be the reason for the high dropout rate of females. While it is ideal to encourage females in aspire towards STEM at all phases of their education and professional training, research shows that if all the females who studied Calculus I continued in STEM at a similar rate as men, the quantity of females entering the STEM labour force would increase by 75%. (Ellis et al., 2016:1).

This finding clarifies that women accept average responsibilities and challenges but yet, at the same time, expect to attain the same levels of senior management as their male counterparts. Women need to remain as committed as men and learn to tolerate the duties and responsibilities that come with some senior management positions.

Women expect to receive guidance and mentorship from other women who are already in top positions of senior management which, in turn, appears unfair and unrealistic to those who are already in senior management positions and, thus, have heavy workloads. As result women in senior management positions expect those who are in junior positions to be competent and prove that they deserve to be promoted to senior management positions. Furthermore, most women do not like to work long hours but yet expect to be promoted to senior management positions. Unfortunately, companies do not promote employees to top level management

positions out of sympathy or emotion but in acknowledgement of the knowledge and hard work that they demonstrate (Kennedy et al., 2014:246-256).

In spite of long standing anti discrimination legislation, females are still inadequately represented within numerous occupations, particularly in senior management positions. This situation is the most obvious in the composition of organizational boards. In Fortune 500 organizations, females normally establish 14.7% of board individuals while in FTSE 100 directorships, females only represent 11% of board membership. Empowering females who hold middle management positions to be elevated to the rank of senior management is seen as a pivotal segment of the worldwide drive to increase equity among employees. There are a wide range of reasons why females in lower management positions fail to achieve senior management positions and the fact that these issues are linked with the 'glass ceiling' and gender discrimination has been consistently portrayed (Broughton et al., 2009:1).

In some cases, however, this lack of promotion might contain a component of decision: some women females may intentionally choose not to advance to senior management positions in spite of being offered and trained for such positions. An understanding of the full scope of elements that underlie females' choices whether or not to advance to senior management positions, together with the variables definitely known to keep some hopeful females in middle management roles, may provide knowledge of the elements at play within the working environment (Roebuck, Smith and Haddaoui, 2013:52-60).

In the event that a more relevant explanation for why suitably qualified women in management do, or do not, try to climb to senior positions, this review will address the advancement of superior personal mentoring and coaching techniques to assist in supporting professional women's managerial progression (Broughton et al., 2009:1-2).

Other females decide to change their approach to that of men which they believe to be both forceful and demanding. Therefore, some women decide not to progress to senior management positions because they perceived such roles as 'masculine' and thus, extremely challenging for them. Men are known to form informal and formal networking groups through which they gain influence and access to senior management positions, while women find it difficult to form their own networking connections or to become part of the men's networking activities. Moreover, the dearth of women in higher management positions implies that any interactive systems that they created amongst themselves are probably not as viable as those of male employees (Roebuck et al., 2013:52-60).

Other women reject senior management roles due to the position's pressure and workload. This decision is also influenced by the duties that they have to perform at home which makes it hard for them to achieve a balance between their dual responsibilities. Another factor that might influence women to decide not to progress to senior management positions is that they perceive themselves mentally unfit compared to men who can deal with excessive pressure and huge workloads due to their 'masculine' characteristics (Broughton et al., 2009:1-2).

Cognitive Dissonance

Just over 60 years ago in 1957, Leon Festinger formulated his cognitive dissonance theory. This theory perhaps has been the most powerful theory in terms of influence in social neuroscience known as psychology. This theory has created thousands of research studies through which considerable knowledge has been afforded regarding the determinants and beliefs relating to humans' perspectives and manners, the internalization of values, the result of choices, the impact of conflict among people, and other significant mental processes (Harmon-Jones and Mills, 2019:3).

Consistency of cognitive attributes or psychology is usually regarded to be a significant factor of the human brain, and the theory of cognitive dissonance is the most well-known and studied theory in this system. The theory of dissonance purports that if correlated cognitions or comprehensions offer a difference of opinions, individuals will encounter a negative effect. This emotional response spurs individuals to participate in different and numerous dissonance-reduction systems or strategies, for example a change of an attitude (Montecinos, 2020:1).

As introduced by Festinger in 1957, the theory of dissonance initially suggested that sets of comprehensions (components of information) can be applicable or superfluous to each other. In the event that two discernments (cognitions) are applicable to each other, they are either consonant or dissonant/discordant. Two perceptions (cognitions) are consonant in the event that one follows from the other and discordant if the front (inverse) of one cognizance follows from the other. The dissonance's presence, being mentally uncomfortable, propels the individual to diminish the disharmony by seeking information that will lessen the discord or dissonance. The more prominent the dissonance, the more noteworthy is the attempt to decrease the disharmony (Harmon-Jones et al., 2019:3).

Festinger (1957) utilized a similar term, disharmony or dissonance, to allude to the disparity among perceptions/cognitions, together with mental distress or discomfort in terms of psychology. The two ideas are

hypothetically unmistakable and the initial one is presently alluded to as psychological irregularity (cognitive inconsistency) or intellectual inconsistency (cognitive discrepancy), though the second concept is alluded to as discord or disharmony distress (dissonance or dissonance discomfort) (Harmon-Jones et al., 2019:3-4).

Cognitive dissonance was first introduced upon the scholastic realm in 1957, yet its underlying foundations can be traced to the impact that Kurt Lewin's (1951) discoveries had on Festinger. Lewin was a defender of field theory as the focal point through which to view human conduct (Lewin, 1951). Lewin underlined the powerful powers that 'push' and 'pull' have on individuals as they explore their social world, which was the impetus for Festinger's (1957) dissonance theory. In Festinger's view, the persuasive elements that influenced individuals' lives were dynamic. Within the social world, individuals consistently were encouraged, propelled and driven by powers within their own characters or personalities (Cooper, 2019:1).

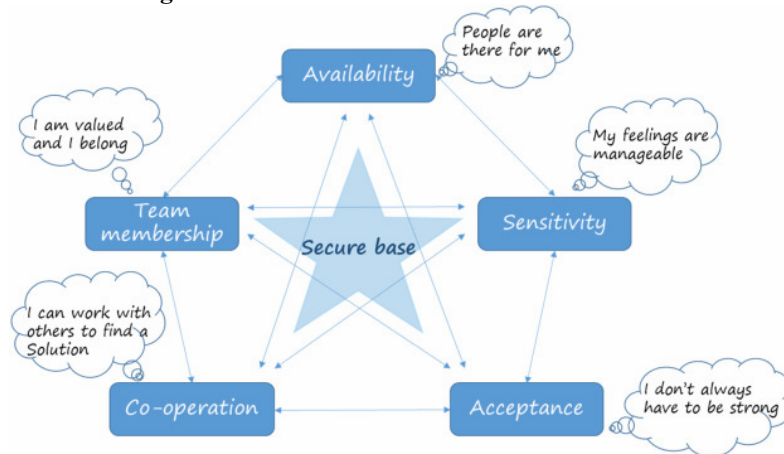
The comprehension of the dynamic nature of dissonance is fundamental to the theory, and a huge amount of work has been undertaken on this theme. To completely understand this concept, however, it is necessary to simultaneously recognise its disadvantages. Further work is required if one wishes to fully apprehend this theory and propose ways forward (McKimmie, 2015:202-210).

Cognitive dissonance is an interesting element since it acts as an encouraging stimulant in individuals' lives. People are encouraged to decrease inconsistencies that cause them to strongly dislike certain conditions and situations (such as the distress emerging from an awareness that even though one desired to lead a healthy lifestyle during the course of the past few weeks, one has not managed to achieve this goal) (Biggart, Ward, Cook and Schofield, 2017:123).

For a person experiencing this lack of harmony, numerous dissonance reduction methods are accessible, all of which have significant ramifications for the performer. The individual could choose to conclude that he or she does not have the fundamental time to engage in physical exercise or, conversely, could decide to start 'working-out'. Both of these actions can lessen dissonance, however, the selected decision will have significant consequences for the person's short and long term well being (McGrath, 2017:1-13).

It is believed that in most cases concerning one's mind-set, the way people have been groomed and/or the environment, in which they were raised, makes a significant contribution to cognitive dissonance. However, figure 1.2 is the specific model proposed to minimize this issue of which children need to follow when growing up and women ought to apply when working as part of a team, as is illustrated below (Biggart et al., 2017:123).

Figure 1.2: Shows a secure base model for teams



Source: Biggart et al., 2017:123

The model encourages and builds team work amongst individuals within organizations and it stimulates cooperation to all members involved in the process. It promotes helpfulness and comfortable environment to share one else's emotions and builds trust amongst team members.

II. Conclusion

It is believed that society's expectations regarding the respective duties of women and men, the basic liability regarding family caretaking regularly falls mainly upon females, and such responsibilities may influence women's working lives more than those of men. Nonetheless, different organizations look at certain characteristics for certain positions when they select an individual; such positions of power require fearless leaders, vocal individuals, people who remain unshaken under both favourable and unfavourable conditions, people who will lead the organizations into greater heights etc. therefore everyone who wants to lead had to exhibits to some degree these attributes which organizations associates them with successful leadership. Such attributes form part of the screening process in the background for many organizations. Thus, numerous

organizations need to consider providing assistance and coaching practices that empower women to advance within the corporate world. Key among these initiatives should be training drives that help committed females to progress to senior management and executive positions.

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