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**Fwd: Journal of Business Economics and Management - Invitation to Review Manuscript ID SBEM-2022-0994**

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8 May 2022 at 21:13

From: **Journal of Business Economics and Management** <onbehalf@manuscriptcentral.com>  
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14-Jan-2022

Dear Dr M. Ikhwan Maulana Haeruddin:

The above manuscript, entitled "EDUCATION AS A KEY IN CAREER BUILDING" has been submitted to Journal of Business Economics and Management.

I would be pleased if you would kindly agree to act as a reviewer for this paper. The abstract appears at the end of this letter.

Please let me know as soon as possible if you will be able to accept my invitation to review. To do this please either click the appropriate link below to automatically register your reply with our online manuscript submission and review system, or e-mail me with your reply.

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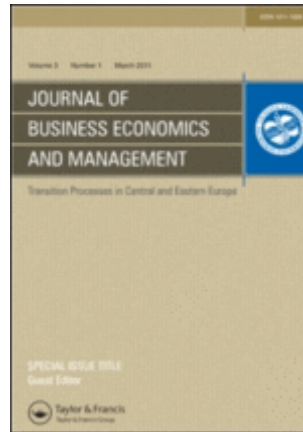
Sincerely,  
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#### MANUSCRIPT DETAILS

TITLE: EDUCATION AS A KEY IN CAREER BUILDING

ABSTRACT: Human resources in companies are gaining increasingly more strategic meaning by its ability to influence reaching company goals. The task of a manager is to understand the fact that every employee is different, has different needs, goals, and ambitions, is motivated by something else in every stage of career ladder. The aim of the paper is to define the influence of education in building the employee's career. The presumption if the level of education has influence on the career motivation factors is verified on the sample of 3,720 respondents. The results of the research have confirmed that the employee's career is influenced by the level of education significantly. Motivation factors education and personal growth, applying own skills, self-fulfillment, and autonomous decision-making are perceived differently in terms of importance and gender. Therefore, it is recommended the company managers to include into leading of employee's career also the level of education in the context of gender that influences employee's needs and interests.





## EDUCATION AS A KEY IN CAREER BUILDING

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Manuscript ID	SBEM-2020-0994
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Keywords:	human resource management, career, education, gender, employees' motivation
<p>Note: The following files were submitted by the author for peer review, but cannot be converted to PDF. You must view these files (e.g. movies) online.</p> <p>Figure 1 part 1.stg            Figure 1 part 2.stg            Figure 1 part 3.stg            Figure 1 part 4.stg            Figure 1 part 5.stg            Figure 1 part 6.stg            Figure 1 part 7.stg            Figure 1 part 8.stg</p>	

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## EDUCATION AS A KEY IN CAREER BUILDING

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**Abstract.** Human resources in companies are gaining increasingly more strategic meaning by its ability to influence reaching company goals. The task of a manager is to understand the fact that every employee is different, has different needs, goals, and ambitions, is motivated by something else in every stage of career ladder. The aim of the paper is to define the influence of education in building the employee's career. The presumption if the level of education has influence on the career motivation factors is verified on the sample of 3,720 respondents. The results of the research have confirmed that the employee's career is influenced by the level of education significantly. Motivation factors education and personal growth, applying own skills, self-fulfillment, and autonomous decision-making are perceived differently in terms of importance and gender. Therefore, it is recommended the company managers to include into leading of employee's career also the level of education in the context of gender that influences employee's needs and interests.

**Keywords:** human resource management, career, education, gender, employees' motivation.

**JEL Classification:** I25, P36, O15

### Introduction

Each company should focus its development on those groups of employees who are important and represent its competitive advantage. The focus should be placed on leaders and talented employees with high potential for career growth (Weber & Rademacher, 2020; Ashraf, 2019; Guerrero et al., 2016). Career management is understood as a never-ending process of planning, recruitment, selection, development, management, and evaluation of talented employees (Hirschi et al., 2020). It is a competitive advantage and a strategic tool of the company in competition. If a company wants to be successful in the market, it must necessarily be different from the competition (Weng & Zhu, 2020; Xie et al., 2020). Therefore, career management becomes a huge competitive advantage of the company (Litano & Major, 2016).

Employee's career plays an important role in life. It is the way or procedure more precisely, that acts on timeline. It has the beginning in the period of starting the new job or school and ends in the current period. It is the professional career during which a human gains experience, skills and develops his potential. Every human walk on this professional path alone and has its personal potential in his hands. A man often searches for the meaning

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3 of his life in his employment. However, if he does not reach the professional self-  
4 fulfillment, he does not reach the life-fulfillment (Li & Yeo, 2011).

5 Employee's career is not only known as a series of promotions and successful  
6 employment practices. It represents the coherence of work experiences in which the  
7 individual participates in work activities. It is a final path that allows to understand the  
8 behavior and actions of man in work and personal life (Wang et al., 2014). It should be the  
9 result of goals planned which are important in work and personal life. The aim of the career  
10 management at the level of individual development represents the work motivation of  
11 employees, who can estimate their perspective in the company and to focus on the  
12 development of personal potential. At the enterprise level, career management ensures the  
13 continuous development of its human capital and ensures the continuity of management  
14 processes by planning and securing successions in management positions (Son & Kim,  
15 2019).

16  
17 The aim of the paper is to define the influence of education in career building of an  
18 employee. If we want to understand the differences in the approach to career, the key is the  
19 research of the factors that motivate employees during their lives. The object of the  
20 research are career motivation factors as work recognition, education, and personal growth,  
21 applying own skills, career advancement, self-fulfillment, autonomous decision-making,  
22 competencies, and prestige depending on education reached and gender.

## 23 24 25 **1. Theoretical Developments**

26 Career has become the synonym for reaching personal or organizational goals. It is defined  
27 as a sequence in work or private life sphere. If it is perceived from the work point of view,  
28 it is either the procedure, abidance or decline in the sequence of work positions where it is  
29 dealt mainly with reaching and processing work experience and consequential creation of  
30 professional image. Career is symbolized by the image of an individual about his future. It  
31 is the continuous process happening during the whole process of individual's life by means  
32 of building relationships, involving himself in professional development, interviews, and  
33 constant setting of goals.

34  
35 The procedure of career development means providing qualified and experienced  
36 people who are at disposal for organization (Davidescu et al., 2020; Gottwald et al., 2017).  
37 Their reliability that gains more and more strategic meaning because it influences reaching  
38 the goals of every organization is influenced by various factors (Nosková & Peráček, 2019;  
39 Kubařa & Vetráková, 2018). One of them is education, that increases the productivity of  
40 an organization and it also flourishes every career move of individuals (Pancheva & Antov,  
41 2017; Kucharcikova et al., 2015; Stacho & Stachová, 2015; McManus & Furnhman, 2006).  
42 The result of education and development is the expected positive contribution in  
43 accordance with what company expects (Kristak et al., 2014). Education and development  
44 of employees or professional preparation are commonly included in training which is the  
45 part of education process (Tureková et al., 2017; Antov & Pancheva, 2016; Olexova &  
46 Gajdos, 2016; Mohyeldin & Suliman, 2007). Further education of employees helps and  
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3 supports fulfilment of main tasks because it provides declarative and procedural knowledge  
4 how to deal with the particular task and fulfill them (Nemec et al., 2017; Doering & Papula,  
5 2015). On one side, investments into education increase work productivity in organization  
6 and on the other side, they provide better socioeconomic status to individuals (Urbancova  
7 & Vnouckova, 2015).

8 Education has become one of the basic presumption of employers who provide  
9 opportunities to people to work on their career. Many companies require certain level of  
10 education on the positions that did not require the education before. The lower level of  
11 education an employee currently has, the less chances he has to be employed and therefore  
12 education has become some barrier to many career inputs (Fratričová & Kirchmayer, 2018;  
13 Pancheva & Antov, 2016). Education is the key factor in opening career potential (Horak,  
14 2017; Caganova et al., 2014). Many people despite the fact that they work, they return to  
15 school and expand their knowledge (Kucharcikova & Miciak, 2018; Urbancova et al.,  
16 2016). There is hard work behind gaining degree, that returns not only in higher bonuses  
17 at work. By higher education, we do not raise only the career but also self-esteem,  
18 employer's recognition, and of course higher salary. All gained skills, abilities, and  
19 knowledge help in career path to any organization (Antov et al., 2017, Bogdanovic et al.,  
20 2016; Fejfarova & Urbancova, 2015).

21  
22 The important task of managers is to know the needs of their employees which motivate  
23 the work during the whole working life (Sekova et al., 2016; Papula et al., 2013).  
24 Motivation represents the level of employee's ambition to perform the work disregarding  
25 his personal happiness. Motivation in management represents the way with which,  
26 a manager supports productivity and effectiveness of employees (Palm et al., 2020;  
27 Davidescu et al., 2019; Crandal, 2016). Many managers are persuaded that motivation  
28 comes out of their personal character; however, a good motivation consists mainly of the  
29 right dealing with employees, rewarding and creation of conditions for work (Habanik et  
30 al., 2020; Renninger & Hidi, 2015). Current research (Paais & Pattiruhu, 2020;  
31 Morkoviciute & Edriulaitiene, 2020; Jađud'ova et al., 2018a; Stachova et al., 2018)  
32 confirm that employees who are motivated enough are more productive, active and make  
33 enough effort and investment into work, create higher work value what leads them to higher  
34 education level. Therefore, it can be said that motivation is the factor to success in business  
35 with higher productivity.

36  
37 Salary is often considered as the main factor that motivates employees (Ližbetinová,  
38 2017; Plessis et al., 2016; Zameer et al., 2014). However, employees can be motivated also  
39 by non-financial way more precisely by promotion or praise. The effort to create a good  
40 climate at workplace or the creation of a health and save work environment are also  
41 important (Gejdos et al., 2019; Naile & Selesho, 2014; Muogbo, 2013). At the same time,  
42 it is necessary to take into consideration the fact that every employee is different, has  
43 different needs and he is motivated by something else in every stage of his career  
44 advancement. Therefore, it is necessary to choose the appropriate system of motivation,  
45 because employees do not have to be motivated only by a specific factor but also  
46 by combination of various incentives. Current trends, changing political, technological and  
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economic environment, digital revolution, growing globalization and growing competition create a pressure on companies to keep their company processes of more quality (Moresová et al., 2019; Palus et al., 2019; Potkány et al., 2019, Sedliacikova et al., 2019, Jaďuďova et al., 2018b; Štefancová et al., 2017). Therefore, companies are forced to retain its employees for example also by means of effective motivation, because otherwise there is a threat of leaving to competitive companies with better conditions (Vetrakova et al., 2016; Lizbetinova, 2014).

## 2. Methodology

The research of career growth of employees depending on education was made by a method of questionnaire on the sample of 3,720 respondents (Table 1).

Table 1. Composition of research sample

Gender	Frequency / Education	{1}	{2}	{3}	{4}	Total
Male	Frequency	44	352	1,022	451	1,869
	Line frequency (%)	2.35	18.83	54.68	24.13	100%
	Total frequency (%)	1.18	9.46	27.47	12.12	50.24
Female	Frequency	10	147	943	751	1,851
	Line frequency (%)	0.54	7.94	50.95	40.57	100
	Total frequency (%)	0.27	3.95	25.35	20.19	49.76
Total	Frequency	54	499	1,965	1,202	3,720
	Total frequency (%)	1.45	13.41	52.82	32.31	100

Note: {1} = Primary education; {2} = High school education without GCSE; {3} = High school education with GCSE; {4} = University education

The questionnaire was divided into two parts. In the first part socio-demographic features were studied. The features were studied to find out their influence on the career motivation factors. The second part of questionnaire consisted of specific career motivation factors (applying own skills, autonomous decision-making, career advancement, competencies, education, and career growth, prestige, self-fulfillment, and work recognition). Respondents matched the weight of importance according to Likerty scale: 5 – very important, 4 – important, 3 – neutral, 2 – low importance, 1 – unimportant. Base on the p-value, statistical significance of career motivation factors was confirmed or rejected. The following hypotheses were tested by inductive statistics:

- $WH_0$  – it is assumed that education level reached influence career motivation factors and they are dependent on them.
- $WH_1$  – it is assumed that education level reached do not influence career motivation factors and are not dependent on them.

Statistic software STATISTICA 12 was used to reach the results. Based on the p-value, the real level of importance was found out. If p-value is lower, the conviction is higher,  $H_0$  is rejected and statistical importance among features is confirmed. The level of importance was set on the basis of p-value=0.05 (Pacáková, 2009).

### 3. Results and Discussion

The level of career growth by means of career motivation factors (applying own skills, autonomous decision-making, competencies, education and personal growth, prestige, career advancement, self-fulfillment, work recognition) was defined firstly from the general point of view. Means of arithmetical average, standard deviation and confidence intervals were used to identify the most important career motivation factors for all respondents regardless of the education level reached and gender. The results are presented in Table 2.

Table 2. The importance of career motivation factors

No.	Career motivation factors	Average	Standard deviation	Confidence interval	
				-95%	95%
1.	Work recognition	4.188	0.880	4.160	4.216
2.	Education and personal growth	4.069	0.905	4.040	4.098
3.	Applying own skills	4.063	0.884	4.035	4.092
4.	Career advancement	4.043	0.894	4.014	4.072
5.	Self-fulfillment	4.036	0.896	4.007	4.065
6.	Autonomous decision-making	4.032	0.874	4.004	4.060
7.	Competencies	3.933	0.911	3.904	3.963
8.	Prestige	3.825	0.979	3.794	3.856

Table 2 shows that motivation factor work recognition motivated most to career growth among eight factors analyzed. Following the results, it can be stated that with a 95% confidence, when rating the work recognition, employees would give this factor an average rating from 4.160 to 4.216 in a similar research. The second most important factor was education and personal growth with average rating from 4.040 to 4.098. Career motivation factor, possibility of applying own skills, was placed on the third place in importance. Employees would give this factor an average rating from 4.035 to 4.092 in a similar research.

Subsequently, the level of career growth by means of career motivation factors was analyzed from the point of view of education level reached. The opinions of respondents with primary education, high school education without GCSE, high school education with GCSE, and university education were analyzed via residual frequencies.



Table 3. Influence of primary education on career growth

Career motivation factors	Unimportant	Low importance	Neutral	Important	Very important
Work recognition	3.58	2.09	13.06	-15.10	-3.63
Education and personal growth	4.21	5.24	11.82	-14.04	-7.23
Applying own skills	3.24	4.04	9.01	-10.42	-5.87
Career advancement	0.58	9.95	9.36	-19.37	-0.52
Self-fulfillment	3.36	9.47	3.74	-17.80	1.23
Autonomous decision-making	1.41	4.32	8.28	-25.23	11.22
Competencies	4.68	0.02	2.88	-15.65	8.07
Prestige	1.85	1.58	-4.51	-3.98	5.05

Based on the results achieved in the area of influence of primary education on career growth presented in Table 3, it can be stated that career motivation factors autonomous decision-making, competencies and prestige were the most important motivation factors for respondents with primary education. Motivation factors work recognition, education and personal growth and applying own skills were rated neutrally. Respondents with primary education attributed the lowest importance to the motivation factors career advancement and self-fulfillment.

The results of testing career motivation factors in terms of high school education without GCSE are presented in Table 4.

Table 4. Influence of high school education without GCSE on career growth

Career motivation factors	Unimportant	Low importance	Neutral	Important	Very important
Work recognition	4.28	24.16	30.68	-18.81	-40.31
Education and personal growth	12.74	30.30	46.16	-34.55	-54.65
Applying own skills	8.93	24.94	29.33	12.66	-75.86
Career advancement	11.27	8.35	26.22	6.49	-52.33
Self-fulfillment	9.71	34.04	41.13	-33.62	-51.27
Autonomous decision-making	15.12	27.94	12.99	-3.27	-52.78
Competencies	12.04	27.93	13.66	-24.82	-28.80
Prestige	7.39	9.36	25.16	-12.32	-29.59

According to the results presented in Table 4, respondents with high school education without GCSE prefer to evaluate most motivation factors neutrally. The lowest importance was attributed to motivation factors autonomous decision-making and competencies. Respondents did not consider any of the motivation factors analyzed as “very important” or “important”.

Table 5. Influence of high school education with GCSE on career growth

Career motivation factors	Unimportant	Low importance	Neutral	Important	Very important
Work recognition	-2.17	-7.98	-10.55	-2.48	23.18
Education and personal growth	-13.22	-15.26	16.63	15.24	-3.40
Applying own skills	-1.68	-19.06	9.45	11.02	0.27
Career advancement	-5.16	-14.69	-6.62	-42.30	68.77
Self-fulfillment	-10.51	-25.92	30.41	1.57	4.45
Autonomous decision-making	-11.43	-28.67	49.07	-22.10	13.13
Competencies	-5.54	-2.62	8.54	-21.15	20.77
Prestige	-4.31	-6.38	-14.45	-2.11	27.25

Respondents with high school education with GCSE consider career advancement, prestige, work recognition, and competencies as “very important” career motivation factors (Table 5). Motivation factor applying own skills was rated as “important”. Autonomous decision-making, self-fulfillment, education, and personal growth were rated as “neutral”.

Table 6. Influence of university education on career growth

Career motivation factors	Unimportant	Low importance	Neutral	Important	Very important
Work recognition	-5.69	-18.27	-33.19	36.39	20.76
Education and personal growth	-3.73	-20.28	-74.61	33.35	65.27
Applying own skills	-10.50	-9.91	-47.79	-13.26	81.46
Career advancement	-6.69	-3.62	-28.95	55.17	-15.91
Self-fulfillment	-2.56	-17.59	-75.28	49.85	45.58
Autonomous decision-making	-5.10	-3.59	-70.34	50.59	28.44
Competencies	-11.17	-25.33	-25.08	61.62	-0.04
Prestige	-4.93	-4.56	-6.21	18.41	-2.71

Table 6 shows that respondents with university education prefer to evaluate all career motivation factors analyzed as “very important” to “important”.

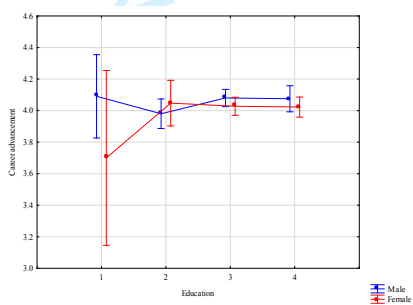
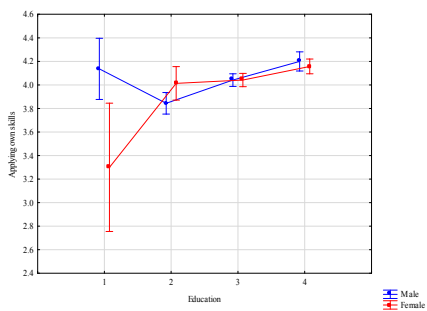
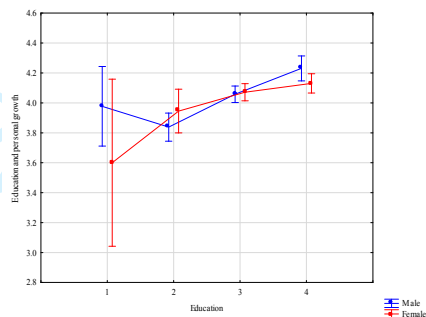
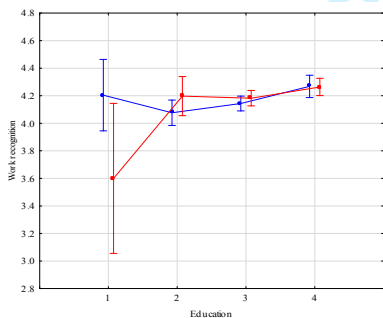
In the next step, the level of career growth by means of career motivation factors was analyzed in more detailed way from the point of view of education level reached (primary education, high school education without GCSE, high school education with GCSE, university education) and gender (male, female). The results reached are presented in Table 7 and Figure 1.

Table 7. The importance of career motivation factors from the point of view of education level reached and gender

Indicator		Frequency		Average		Standard deviation		Confidence interval			
		{M}	{F}	{M}	{F}	{M}	{F}	-95%		95%	
Work recognition	Education / Gender	{M}	{F}	{M}	{F}	{M}	{F}	{M}	{F}	{M}	{F}
	{1}	44	10	4.205	3.600	1.002	1.265	3.900	2.695	4.509	4.505
	{2}	352	147	4.077	4.197	0.971	0.889	3.975	4.052	4.178	4.342
	{3}	1,022	943	4.144	4.182	0.934	0.879	4.087	4.126	4.201	4.239
	{4}	451	751	4.268	4.264	0.792	0.781	4.195	4.208	4.342	4.320
Education and personal growth	{1}	44	10	3.977	3.600	1.089	1.350	3.646	2.634	4.308	4.566
	{2}	352	147	3.838	3.946	1.054	0.942	3.728	3.792	3.949	4.099
	{3}	1,022	943	4.058	4.071	0.922	0.915	4.001	4.013	4.114	4.130
	{4}	451	751	4.231	4.130	0.825	0.784	4.154	4.074	4.307	4.187
Applying own skills	{1}	44	10	4.136	3.300	0.979	0.675	3.839	2.817	4.434	3.783
	{2}	352	147	3.844	4.014	0.996	0.876	3.739	3.871	3.948	4.156
	{3}	1,022	943	4.041	4.041	0.899	0.874	3.986	3.986	4.096	4.097
	{4}	451	751	4.200	4.157	0.817	0.832	4.124	4.098	4.275	4.217
Career advancement	{1}	44	10	4.091	3.700	1.007	1.160	3.785	2.871	4.397	4.529
	{2}	352	147	3.980	4.048	0.923	0.878	3.883	3.904	4.077	4.191
	{3}	1,022	943	4.080	4.028	0.907	0.899	4.025	3.970	4.136	4.085
	{4}	451	751	4.075	4.023	0.858	0.871	3.996	3.960	4.155	4.085
Self-fulfillment	{1}	44	10	4.000	3.400	1.078	0.966	3.672	2.709	4.328	4.091
	{2}	352	147	3.866	4.000	0.988	0.844	3.763	3.862	3.970	4.138
	{3}	1,022	943	3.991	4.024	0.928	0.900	3.934	3.967	4.048	4.082
	{4}	451	751	4.195	4.112	0.798	0.832	4.121	4.052	4.269	4.171
Aut	{1}	44	10	4.227	3.400	0.985	0.966	3.928	2.709	4.527	4.091

onomou s decision	{2}	352	147	3.849	4.034	0.959	0.887	3.749	3.889	3.950	4.179
	{3}	1,022	943	3.994	4.021	0.896	0.880	3.939	3.965	4.049	4.077
	{4}	451	751	4.169	4.099	0.821	0.791	4.093	4.042	4.244	4.155
Competencies	{1}	44	10	4.068	3.800	1.065	1.033	3.744	3.061	4.392	4.539
	{2}	352	147	3.838	3.932	1.026	0.948	3.730	3.777	3.946	4.087
	{3}	1,022	943	3.963	3.867	0.907	0.928	3.907	3.808	4.019	3.927
	{4}	451	751	3.996	3.977	0.851	0.849	3.917	3.917	4.074	4.038
Prestige	{1}	44	10	3.909	3.800	0.960	1.317	3.617	2.858	4.201	4.742
	{2}	352	147	3.818	3.891	1.046	1.054	3.708	3.719	3.928	4.063
	{3}	1,022	943	3.870	3.750	0.974	0.993	3.810	3.686	3.930	3.813
	{4}	451	751	3.911	3.792	0.943	0.935	3.824	3.725	3.999	3.859

Note: {1} = Primary education; {2} = High school education without GCSE; {3} = High school education with GCSE; {4} = University education; {M} = Male; {F} = Female



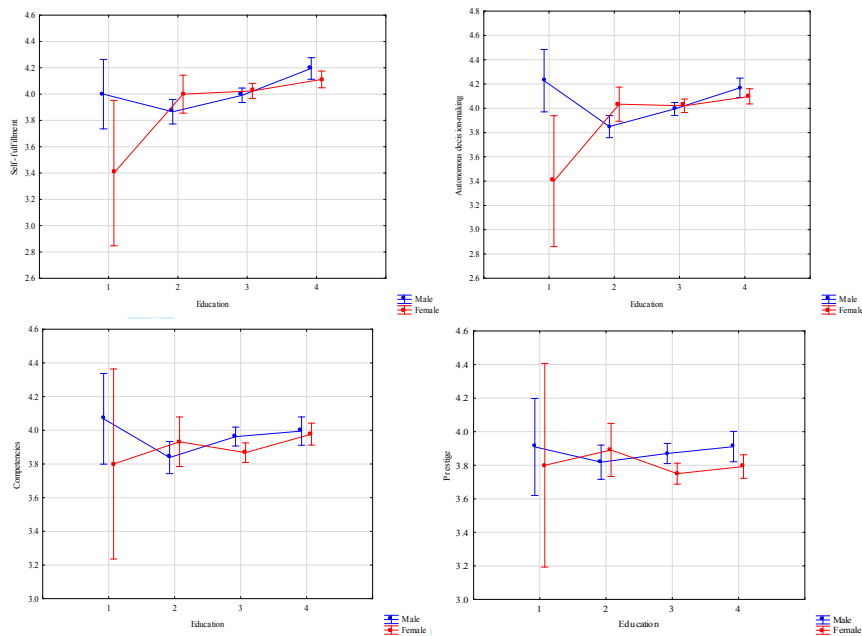


Figure 1. Descriptive statistics and 95% confidence intervals

Note: {1} = Primary education; {2} = High school without GCSE; {3} = High school with GCSE; {4} = University education

According to the results presented in Table 7 and Figure 1 it can be further observed that from the point of view of gender, men with primary education are motivated most to their career growth by motivation factors autonomous decision-making, work recognition and applying their own skills. Men with high school education without GCSE are motivated most to their career growth by motivation factors work recognition, career advancement and self-fulfillment. Work recognition, career advancement, education and personal growth were three most important motivation factors for men with high school education with GCSE. Men with university education are motivated to their career growth mainly by work recognition, education, and personal growth, applying their own skills.

Women with primary education considered prestige, competencies, and work recognition as the most important career motivation factors. Work recognition, career advancement, autonomous decision making were the most important factors for women with high school education without GCSE. Women with high school education with GCSE evaluated work recognition, education and personal growth and applying own skills as the most important factors motivating them to their career growth most. For women with university education, work recognition, applying their own skills, education and personal growth were the most important factors.

In the next step, the influence of education level reached and gender on the career growth by means of career motivation factors (work recognition, education and personal

growth, applying own skills, career advancement, self-fulfillment, autonomous decision-making, competencies, prestige) was tested using statistical methods. Following tables (Table 8, Table 9, Table 10, Table 11) present the results of the statistic testing. Statistically significant differences were confirmed at the significance level of 5%.

Education, and personal growth was the first career motivation factor where the influence of education level reached and gender on the career growth was confirmed. Results are presented in Table 8.

Table 8. Results of statistic testing of the influence of education level reached and gender on career motivation factor education and personal growth

Gender	Gender	Male				Female			
	Average	3.977	3.383	4.058	4.231	3.600	3.946	4.071	4.131
	Education	{1}	{2}	{3}	{4}	{1}	{2}	{3}	{4}
Male	{1}		0.996	1.000	0.892	0.982	1.000	1.000	0.993
	{2}	0.996		0.027*	0.000*	0.999	0.971	0.014*	0.000*
	{3}	1.000	0.027*		0.076	0.949	0.963	1.000	0.771
	{4}	0.892	0.000*	0.076		0.771	0.118	0.135	0.707
Female	{1}	0.982	0.999	0.949	0.771		0.990	0.941	0.893
	{2}	1.000	0.971	0.963	0.118	0.990		0.934	0.647
	{3}	1.000	0.014*	1.000	0.135	0.941	0.934		0.907
	{4}	0.993	0.000*	0.771	0.707	0.893	0.647	0.907	

Note: {1} = Primary education; {2} = High school education without GCSE; {3} = High school education with GCSE; {4} = University education; Approximate probability for the post hoc tests Error: intergroup. No = 0.811. Degree of freedom = 3,712.0; \* p < 0.05

Based on the result presented in Table 8 it can be stated that the most statistically significant differences were confirmed when analyzing motivation factors education and personal growth. The motivation factor education and personal growth is perceived differently by men with high school education with and without GCSE. Men with university education perceived motivation factor education and personal growth differently as men with high school education without GCSE. Differences were confirmed when comparing women with high school education with GCSE and men with high school education without GCSE. The last difference was confirmed between women with university education and men with high school education without GCSE.

According to the results presented in Table 9 it can be observed that the existence of differences in perceiving career motivation factor applying own skills was confirmed between men with university education and men with high school education without GCSE. Further differences were confirmed among women with university education and men with high school education without GCSE.

Table 9. Results of statistic testing of the influence of education level reached and gender on career motivation factor applying own skills

Gender	Gender	Male				Female			
	Average	3.839	3.937	3.811	3.911	3.858	3.808	3.755	3.868
	Education	{1}	{2}	{3}	{4}	{1}	{2}	{3}	{4}
Male	{1}		0.774	1.000	1.000	0.397	0.998	1.000	1.000
	{2}	0.774		0.058	0.000*	0.865	0.716	0.058	0.000*
	{3}	1.000	0.058		0.120	0.561	1.000	1.000	0.172
	{4}	1.000	0.000*	0.120		0.300	0.611	0.122	0.996
Female	{1}	0.397	0.865	0.561	0.300		0.610	0.561	0.364
	{2}	0.998	0.716	1.000	0.611	0.610		1.000	0.858
	{3}	1.000	0.058	1.000	0.122	0.561	1.000		0.174
	{4}	1.000	0.000*	0.172	0.996	0.364	0.858	0.174	

Note: {1} = Primary education; {2} = High school education without GCSE; {3} = High school education with GCSE; {4} = University education; Approximate probability for the post hoc tests Error: intergroup. No = 0.773. Degree of freedom = 3,712.0; \* p < 0.05

More differences were confirmed when analyzing motivation factor self-fulfillment. The results are presented in Table 10.

Table 10. Results of statistic testing of the influence of education level reached and gender on career motivation factor self-fulfillment

Gender	Gender	Male				Female			
	Average	4.000	3.867	3.991	4.195	3.400	4.000	4.024	4.112
	Education	{1}	{2}	{3}	{4}	{1}	{2}	{3}	{4}
Male	{1}		0.997	1.000	0.971	0.805	1.000	1.000	0.999
	{2}	0.997		0.582	0.000*	0.941	0.905	0.267	0.006*
	{3}	1.000	0.582		0.014*	0.817	1.000	0.993	0.148
	{4}	0.971	0.000*	0.014*		0.486	0.568	0.078	0.857
Female	{1}	0.805	0.941	0.817	0.486		0.805	0.771	0.630
	{2}	1.000	0.905	1.000	0.568	0.805		1.000	0.962
	{3}	1.000	0.267	0.993	0.078	0.771	1.000		0.551
	{4}	0.999	0.006*	0.148	0.857	0.630	0.962	0.551	

Note: {1} = Primary education; {2} = High school education without GCSE; {3} = High school education with GCSE; {4} = University education; Approximate probability for the post hoc tests Error: intergroup. No = 0.795. Degree of freedom = 3,712.0; \* p < 0.05

Statistically significant differences were confirmed between men with university education and men with high school education with and without GCSE (Table 10). Self-

fulfillment is perceived by women with university education differently than men with high school education without GCSE.

Table 11. Results of statistic testing of the influence of education level reached and gender on career motivation factor autonomous decision-making

Gender	Gender	Male				Female			
	Average	4.227	3.849	3.994	4.169	3.400	4.034	4.021	4.099
	Education	{1}	{2}	{3}	{4}	{1}	{2}	{3}	{4}
Male	{1}		0.457	0.914	1.000	0.398	0.968	0.955	0.997
	{2}	0.457		0.348	0.000*	0.944	0.607	0.149	0.004*
	{3}	0.914	0.348		0.053	0.793	1.000	0.998	0.279
	{4}	1.000	0.000*	0.053		0.499	0.889	0.178	0.930
Female	{1}	0.398	0.944	0.793	0.499		0.732	0.753	0.623
	{2}	0.968	0.607	1.000	0.889	0.732		1.000	0.998
	{3}	0.955	0.149	0.998	0.178	0.753	1.000		0.673
	{4}	0.997	0.004*	0.279	0.930	0.623	0.998	0.673	

Note: {1} = Primary education; {2} = High school education without GCSE; {3} = High school education with GCSE; {4} = University education; Approximate probability for the post hoc tests Error: intergroup. No = 0.757. Degree of freedom = 3,712.0; \*  $p < 0.05$

The further differences were confirmed when analyzing the opinions of men with university education and men with high school education without GCSE in the perception of career motivation factor autonomous decision making (Table 11). Women with university education perceive the factor analyzed differently than men with high school education without GCSE.

Motivation factors work recognition, career advancement, competencies and prestige were evaluated by respondents in very similar way, regardless of the education level reached.

In the reaction to current trends, companies are forced to innovate their processes in order to retain their employees or there is the threat of employees leaving to competitor and potential survival of a company can be endangered (Nouri & Mousavi, 2020; Olexova & Cervena, 2019; Pham et al., 2019; Kampf et al., 2018). Within this context, it is necessary to motivate employees because researches that dealt with employee motivation (Azis et al., 2019; Ciarniene et al., 2019; Mulyani et al., 2019; Žuřová et al., 2018) focus on the fact that motivated employees will look at the tasks better way, quality oriented and will work more effectively and with higher productivity. Effective motivation will consequently reflect in reaching good work results (Habanič et al., 2020; Stacho et al., 2019). The task of manager is to understand the fact that every employee, regardless of the age, gender, or education, has own goals and ambitions in his life, that he wants to achieve (Joniakova & Blstakova, 2015). Therefore, if we want to understand the differences in the approach to



1  
2  
3 career growth, the key is to investigate the influence of education level reached in  
4 employee's career.

5 Following the results of the research where the influence of education in building the  
6 employee's career was defined in general point of view (regardless the gender), it can be  
7 concluded that employees with primary education are motivated most to their career  
8 growth by motivation factor autonomous decision-making. Similar outcomes were  
9 confirmed when analyzing the level of career growth from the point of view of gender.  
10 Men with primary education are motivated most to their career growth by motivation factor  
11 autonomous decision-making. Women with primary education put on the first place in the  
12 career growth, prestige. Gender differences observed between men and women were  
13 confirmed in the research of Malchrowicz-Moško et al. (2019), Fernández-Muñoz, and  
14 Topa (2018) and Brady and King (2018). Based on the research results it can be concluded  
15 that women long for special status in company. It is important for them, to be noticed by  
16 others and they try all the time to progress in their work.

17  
18 Respondents with high school education without GCSE have the tendency to evaluate  
19 career motivation factors neutrally. Based on the results it can be further concluded that  
20 the higher the education level reached, the career growth is more important. The statement  
21 is confirmed by the similar outcomes observed in employees with higher education than  
22 high school education without GCSE. More qualified employees have the tendency  
23 consider career motivation factors "important" to "very important". The results are  
24 confirmed by the research results of Sánchez-Sellero et al. (2018) according to which an  
25 employee motivated by motivation factors relating to career aspiration will tend to move  
26 up the corporate ladder.

27  
28 Successful manager has to know the needs of his employees to be able to motivate them  
29 effectively. Subsequently effective motivation is reflected in reaching good working results  
30 (Elkin et al., 2017; Ehrenberger et al., 2015). Regarding this, the fact has to be taken into  
31 account, that every employee is different, has different needs and is motivated by  
32 something else (Omondi et al., 2019; Ahmed et al., 2010). A man can be motivated by  
33 everything what activates him to performance, determinates his direction and goal of  
34 performances, i.e. it can be needs, values, thoughts, and goals that man realizes  
35 (Kontodimopoulos et al., 2009). Employees need not be motivated by a specific factor but  
36 also by combination of various incentives. Many factors exist that are divided into work,  
37 social, financial, relation and career factors (Xanthakis, 2019; Anitha, 2014; Sumit, 2014;  
38 Murphy et al., 2010). Every employee prefers the importance of different factor that will  
39 drive him forward in reaching good results. Right motivation leads employees to a specific  
40 career advancement in professional life as well as in private life, what means a certain  
41 career. Every employee disregarding his gender, education, race or religion has goals,  
42 dreams and ambitions in his life, which he wants and tries to reach (Nguyen et al., 2014).  
43 If he has a work that he likes and is good at it then he wants to proceed higher and expand  
44 his scope of knowledge. The presumption that the level of education level reached has  
45 influence on the level of career growth by means of career motivation factors was  
46 confirmed.  
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## Conclusions

The work potential of employees needs to be developed. With this development the company is gaining better quality and more valuable human resources. It is the success of the company that is significantly influenced by the employees. Therefore, every organization should provide to employees the space and opportunities for development. An important part of an individual career management is the company where the employee works. Some companies understand this issue as a complete transposition of employee decisions about the future of employees. As part of the career management process, it is in the interest of the company to ensure that each job position is filled with the most suitable candidates, to set clear targets for employees at all levels of management and to require employees to provide appropriate work performance. In the process of career management, plan succession in managerial positions is important. Succession planning allows to have motivated and loyal employees available for key positions where competencies, skills, and knowledge of the business model are required. Talented employees are a long-term benefit for every company. Development activities should signal to employees that the company is interested in employing them in the long run. Employees who complete long-term programs and participate in decision-making are more loyal to the company. The company investments will be returned by above-average performance of employees. Therefore, more than ever before, the management of the company must form a clear idea of the individual and collective strengths of its employees. Management must be sure of the ability of employees to achieve better quality work performance. All methods of talent management are directed towards a single goal, and thus the efficient and long-term use of strategic human capital.

More companies in Slovakia begin to apply the process of managing career to increase their competitiveness and improve the structure of workforce. The career planning and succession enables a company to plan better its own goals and activities. If a company applies the process of career management and promotes this fact in public, it becomes very lucrative for the potential new employees. New employees in this company look for the work also by themselves and therefore big amount of potential talents will come to this company. However, in this context it is necessary to put into career management also education level reached that influences needs and interests of employees.

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Table 1. Composition of research sample

Gender	Frequency / Education	{1}	{2}	{3}	{4}	Total
Male	Frequency	44	352	1,022	451	1,869
	Line frequency (%)	2.35	18.83	54.68	24.13	100%
	Total frequency (%)	1.18	9.46	27.47	12.12	50.24
Female	Frequency	10	147	943	751	1,851
	Line frequency (%)	0.54	7.94	50.95	40.57	100
	Total frequency (%)	0.27	3.95	25.35	20.19	49.76
Total	Frequency	54	499	1,965	1,202	3,720
	Total frequency (%)	1.45	13.41	52.82	32.31	100

*Note:* {1} = Primary education; {2} = High school education without GCSE; {3} = High school education with GCSE; {4} = University education



Table 2. The importance of career motivation factors

No.	Career motivation factors	Average	Standard deviation	Confidence interval	
				-95%	95%
1.	Work recognition	4.188	0.880	4.160	4.216
2.	Education and personal growth	4.069	0.905	4.040	4.098
3.	Applying own skills	4.063	0.884	4.035	4.092
4.	Career advancement	4.043	0.894	4.014	4.072
5.	Self-fulfillment	4.036	0.896	4.007	4.065
6.	Autonomous decision-making	4.032	0.874	4.004	4.060
7.	Competencies	3.933	0.911	3.904	3.963
8.	Prestige	3.825	0.979	3.794	3.856

Table 3. Influence of primary education on career growth

Career motivation factors	Unimportant	Low importance	Neutral	Important	Very important
Work recognition	3.58	2.09	<i>13.06</i>	-15.10	-3.63
Education and personal growth	4.21	5.24	<i>11.82</i>	-14.04	-7.23
Applying own skills	3.24	4.04	<i>9.01</i>	-10.42	-5.87
Career advancement	0.58	9.95	9.36	-19.37	-0.52
Self-fulfillment	3.36	9.47	3.74	-17.80	1.23
Autonomous decision-making	1.41	4.32	8.28	-25.23	<i>11.22</i>
Competencies	4.68	0.02	2.88	-15.65	<i>8.07</i>
Prestige	1.85	1.58	-4.51	-3.98	<i>5.05</i>

Table 4. Influence of high school education without GCSE on career growth

Career motivation factors	Unimportant	Low importance	Neutral	Important	Very important
Work recognition	4.28	24.16	30.68	-18.81	-40.31
Education and personal growth	12.74	30.30	46.16	-34.55	-54.65
Applying own skills	8.93	24.94	29.33	12.66	-75.86
Career advancement	11.27	8.35	26.22	6.49	-52.33
Self-fulfillment	9.71	34.04	41.13	-33.62	-51.27
Autonomous decision-making	15.12	27.94	12.99	-3.27	-52.78
Competencies	12.04	27.93	13.66	-24.82	-28.80
Prestige	7.39	9.36	25.16	-12.32	-29.59

Table 5. Influence of high school education with GCSE on career growth

Career motivation factors	Unimportant	Low importance	Neutral	Important	Very important
Work recognition	-2.17	-7.98	-10.55	-2.48	23.18
Education and personal growth	-13.22	-15.26	16.63	15.24	-3.40
Applying own skills	-1.68	-19.06	9.45	11.02	0.27
Career advancement	-5.16	-14.69	-6.62	-42.30	68.77
Self-fulfillment	-10.51	-25.92	30.41	1.57	4.45
Autonomous decision-making	-11.43	-28.67	49.07	-22.10	13.13
Competencies	-5.54	-2.62	8.54	-21.15	20.77
Prestige	-4.31	-6.38	-14.45	-2.11	27.25

Table 6. Influence of university education on career growth

Career motivation factors	Unimportant	Low importance	Neutral	Important	Very important
Work recognition	-5.69	-18.27	-33.19	36.39	20.76
Education and personal growth	-3.73	-20.28	-74.61	33.35	65.27
Applying own skills	-10.50	-9.91	-47.79	-13.26	81.46
Career advancement	-6.69	-3.62	-28.95	55.17	-15.91
Self-fulfillment	-2.56	-17.59	-75.28	49.85	45.58
Autonomous decision-making	-5.10	-3.59	-70.34	50.59	28.44
Competencies	-11.17	-25.33	-25.08	61.62	-0.04
Prestige	-4.93	-4.56	-6.21	18.41	-2.71

Table 7. The importance of career motivation factors from the point of view of education level reached and gender

Indicator		Frequency		Average		Standard deviation		Confidence interval			
		{M}	{F}	{M}	{F}	{M}	{F}	-95%		95%	
Work recognition	Education / Gender	{M}	{F}	{M}	{F}	{M}	{F}	{M}	{F}	{M}	{F}
	{1}	44	10	4.205	3.600	1.002	1.265	3.900	2.695	4.509	4.505
	{2}	352	147	4.077	4.197	0.971	0.889	3.975	4.052	4.178	4.342
	{3}	1,022	943	4.144	4.182	0.934	0.879	4.087	4.126	4.201	4.239
	{4}	451	751	4.268	4.264	0.792	0.781	4.195	4.208	4.342	4.320
Education and personal growth	{1}	44	10	3.977	3.600	1.089	1.350	3.646	2.634	4.308	4.566
	{2}	352	147	3.838	3.946	1.054	0.942	3.728	3.792	3.949	4.099
	{3}	1,022	943	4.058	4.071	0.922	0.915	4.001	4.013	4.114	4.130
	{4}	451	751	4.231	4.130	0.825	0.784	4.154	4.074	4.307	4.187
	Applying own skills	{1}	44	10	4.136	3.300	0.979	0.675	3.839	2.817	4.434
{2}		352	147	3.844	4.014	0.996	0.876	3.739	3.871	3.948	4.156
{3}		1,022	943	4.041	4.041	0.899	0.874	3.986	3.986	4.096	4.097
{4}		451	751	4.200	4.157	0.817	0.832	4.124	4.098	4.275	4.217
Career advancement		{1}	44	10	4.091	3.700	1.007	1.160	3.785	2.871	4.397
	{2}	352	147	3.980	4.048	0.923	0.878	3.883	3.904	4.077	4.191
	{3}	1,022	943	4.080	4.028	0.907	0.899	4.025	3.970	4.136	4.085
	{4}	451	751	4.075	4.023	0.858	0.871	3.996	3.960	4.155	4.085
	Self-fulfillment	{1}	44	10	4.000	3.400	1.078	0.966	3.672	2.709	4.328
{2}		352	147	3.866	4.000	0.988	0.844	3.763	3.862	3.970	4.138
{3}		1,022	943	3.991	4.024	0.928	0.900	3.934	3.967	4.048	4.082
{4}		451	751	4.195	4.112	0.798	0.832	4.121	4.052	4.269	4.171
Autonomous decision-making		{1}	44	10	4.227	3.400	0.985	0.966	3.928	2.709	4.527
	{2}	352	147	3.849	4.034	0.959	0.887	3.749	3.889	3.950	4.179
	{3}	1,022	943	3.994	4.021	0.896	0.880	3.939	3.965	4.049	4.077
	{4}	451	751	4.169	4.099	0.821	0.791	4.093	4.042	4.244	4.155
	Competencies	{1}	44	10	4.068	3.800	1.065	1.033	3.744	3.061	4.392
{2}		352	147	3.838	3.932	1.026	0.948	3.730	3.777	3.946	4.087
{3}		1,022	943	3.963	3.867	0.907	0.928	3.907	3.808	4.019	3.927

	{4}	451	751	3.996	3.977	0.851	0.849	3.917	3.917	4.074	4.038
Prestige	{1}	44	10	3.909	3.800	0.960	1.317	3.617	2.858	4.201	4.742
	{2}	352	147	3.818	3.891	1.046	1.054	3.708	3.719	3.928	4.063
	{3}	1,022	943	3.870	3.750	0.974	0.993	3.810	3.686	3.930	3.813
	{4}	451	751	3.911	3.792	0.943	0.935	3.824	3.725	3.999	3.859

*Note:* {1} = Primary education; {2} = High school education without GCSE; {3} = High school education with GCSE; {4} = University education; {M} = Male; {F} = Female

Table 8. Results of statistic testing of the influence of education level reached and gender on career motivation factor education and personal growth

Gender	Gender	Male				Female			
	Average	3.977	3.383	4.058	4.231	3.600	3.946	4.071	4.131
	Education	{1}	{2}	{3}	{4}	{1}	{2}	{3}	{4}
Male	{1}		0.996	1.000	0.892	0.982	1.000	1.000	0.993
	{2}	0.996		0.027*	0.000*	0.999	0.971	0.014*	0.000*
	{3}	1.000	0.027*		0.076	0.949	0.963	1.000	0.771
	{4}	0.892	0.000*	0.076		0.771	0.118	0.135	0.707
Female	{1}	0.982	0.999	0.949	0.771		0.990	0.941	0.893
	{2}	1.000	0.971	0.963	0.118	0.990		0.934	0.647
	{3}	1.000	0.014*	1.000	0.135	0.941	0.934		0.907
	{4}	0.993	0.000*	0.771	0.707	0.893	0.647	0.907	

Note: {1} = Primary education; {2} = High school education without GCSE; {3} = High school education with GCSE; {4} = University education; Approximate probability for the post hoc tests Error: intergroup. No = 0.811. Degree of freedom = 3,712.0; \* p < 0.05



Table 9. Results of statistic testing of the influence of education level reached and gender on career motivation factor applying own skills

Gender	Gender	Male				Female			
	Average	3.839	3.937	3.811	3.911	3.858	3.808	3.755	3.868
	Education	{1}	{2}	{3}	{4}	{1}	{2}	{3}	{4}
Male	{1}		0.774	1.000	1.000	0.397	0.998	1.000	1.000
	{2}	0.774		0.058	0.000*	0.865	0.716	0.058	0.000*
	{3}	1.000	0.058		0.120	0.561	1.000	1.000	0.172
	{4}	1.000	0.000*	0.120		0.300	0.611	0.122	0.996
Female	{1}	0.397	0.865	0.561	0.300		0.610	0.561	0.364
	{2}	0.998	0.716	1.000	0.611	0.610		1.000	0.858
	{3}	1.000	0.058	1.000	0.122	0.561	1.000		0.174
	{4}	1.000	0.000*	0.172	0.996	0.364	0.858	0.174	

Note: {1} = Primary education; {2} = High school education without GCSE; {3} = High school education with GCSE; {4} = University education; Approximate probability for the post hoc tests Error: intergroup. No = 0.773. Degree of freedom = 3,712.0; \*  $p < 0.05$

Table 10. Results of statistic testing of the influence of education level reached and gender on career motivation factor self-fulfillment

Gender	Gender	Male				Female			
	Average	4.000	3.867	3.991	4.195	3.400	4.000	4.024	4.112
	Education	{1}	{2}	{3}	{4}	{1}	{2}	{3}	{4}
Male	{1}		0.997	1.000	0.971	0.805	1.000	1.000	0.999
	{2}	0.997		0.582	0.000*	0.941	0.905	0.267	0.006*
	{3}	1.000	0.582		0.014*	0.817	1.000	0.993	0.148
	{4}	0.971	0.000*	0.014*		0.486	0.568	0.078	0.857
Female	{1}	0.805	0.941	0.817	0.486		0.805	0.771	0.630
	{2}	1.000	0.905	1.000	0.568	0.805		1.000	0.962
	{3}	1.000	0.267	0.993	0.078	0.771	1.000		0.551
	{4}	0.999	0.006*	0.148	0.857	0.630	0.962	0.551	

Note: {1} = Primary education; {2} = High school education without GCSE; {3} = High school education with GCSE; {4} = University education; Approximate probability for the post hoc tests Error: intergroup. No = 0.795. Degree of freedom = 3,712.0; \* p < 0.05

Table 11. Results of statistic testing of the influence of education level reached and gender on career motivation factor autonomous decision-making

Gender	Gender	Male				Female			
	Average	4.227	3.849	3.994	4.169	3.400	4.034	4.021	4.099
	Education	{1}	{2}	{3}	{4}	{1}	{2}	{3}	{4}
Male	{1}		0.457	0.914	1.000	0.398	0.968	0.955	0.997
	{2}	0.457		0.348	0.000*	0.944	0.607	0.149	0.004*
	{3}	0.914	0.348		0.053	0.793	1.000	0.998	0.279
	{4}	1.000	0.000*	0.053		0.499	0.889	0.178	0.930
Female	{1}	0.398	0.944	0.793	0.499		0.732	0.753	0.623
	{2}	0.968	0.607	1.000	0.889	0.732		1.000	0.998
	{3}	0.955	0.149	0.998	0.178	0.753	1.000		0.673
	{4}	0.997	0.004*	0.279	0.930	0.623	0.998	0.673	

Note: {1} = Primary education; {2} = High school education without GCSE; {3} = High school education with GCSE; {4} = University education; Approximate probability for the post hoc tests Error: intergroup. No = 0.757. Degree of freedom = 3,712.0; \* p < 0.05

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human resource management, career, education, gender, employees' motivation

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20-Jan-2022

**Date Review Returned:**

12-Feb-2022

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**Recommendation**

Minor Revision

**Would you be willing to review a revision of this manuscript?**

Yes

**Confidential Comments to the Editors**

Thank you for the opportunity to review the article.

I would like to recommend a minor revision as per the detail review of the article.

For the revision justification, editor may refer to the comments to the author.

**Comments to the Author**

According to the systematic review, I would recommend a Minor revision on the paper due to the following reasons:

1. It is an interesting paper to read and to review.
2. Please elaborate the acronym (eg. GCSE).
3. There are several typos within the body text (eg. Guerrero et al., 2016; Hirschi et al., 2020)
4. There is no concise problematization in the background section. Author(s) need to present the research problem concisely and formulate the research question that need to be answered by this paper.
5. On page 2, "The object of the research are career motivation factors as work recognition, education, and personal growth, applying own skills, career advancement, self-fulfillment, autonomous decision-making, competencies, and prestige depending on education reached and gender". Why author(s) only focus on these indicators? Where are the formative events? As mentioned before that "the key is the research of the factors that motivate employees during their lives". It should be highlighted which lives that this research would like to focus on? working lives? personal lives? or both lives? As we know that an individual' career is not only influenced by the work itself but also by the personal experiences.

For improvement, this paper may benefit by considering the following:

- Why do not the author(s) mention sources such as Gender, Work, and Organization, Academy of Management Journal, Academy of Management Review?
- Author(s) need to add several background of the conducted research. Where is it conducted? How long it took to finish the survey? Is there any differences on age?

- Author needs to justify the research. Why it is important? So what? What are the main differences among the extant literatures?
- Need to discuss on the "Me Too" global phenomenon, particularly in education field.
- Please refer to big names in the field when reviewing the gender topic such as Judith Butler, K.L. Aschraft, and more H. Ibarra's works. Just a friendly suggestion, when discussing "gender and career" topic, author(s) may take a look some classic works of
  1. Alvesson, M. and Billing, Y. D. (2009). *Understanding Gender and Organizations*. London: Sage.
  2. Ashcraft, K. (2012). The Glass Slipper: "Incorporating" Occupational Identity in Management Studies. *Academy of Management Review*, 38(1), 6–31.
  3. Haeruddin, M. I. M., Pick, D., & Thein, H. H. (2020). Resistance and compliance in women's academic identity work in the Global South. *Higher Education Quarterly*, 74(3), 257-272. --> this paper may help author(s) in connecting the education background, career progression, and gender.
  4. Brown, A. D., Kornberger, M., Clegg, S. R. and Carter, C. (2010). Invisible Walls and Silent Hierarchies: A Case Study of Power Relations in an Architecture Firm. *Human Relations*, 63(4), 525–549.
  5. Collinson, D. L. (1992). *Managing the Shop Floor: Subjectivity, Masculinity and Workplace Culture*. Berlin: Walter De Gruyter.
  6. Connell, R. W. (1987). *Gender and Power: Society, the Person and Sexual Politics*. California: Stanford University Press.
  7. Daubman, K. and Sigall, H. (1997). Gender Differences in Perceptions of how others are affected by Self-Disclosure of Achievement. *Sex Roles*, 37(1), 73–89.
  8. Donnelly, R. (2015). Gender, Careers and Flexibility in Consultancies in the UK and the USA: A Multi-Level Relational Analysis. *The International Journal of Human Resource Management*, 26(1), 80–99.
  9. Butler, J. (1990). *Gender Trouble and the Subversion of Identity*. New York and London: Routledge.
  10. Fotaki, M. (2013). No Woman is Like a Man (In Academia): The Masculine Symbolic Order and the Unwanted Female Body. *Organization Studies*, 34(9), 1251–1275. DOI: 0170840613483658.
  11. McWhirter, E. H. (1997). Perceived barriers to education and career: Ethnic and gender differences. *Journal of vocational behavior*, 50(1), 124-140. --> this paper may give author(s) such insight on the barriers to progress the career.
  12. Gault, J., Redington, J., & Schlager, T. (2000). Undergraduate business internships and career success: are they related?. *Journal of marketing education*, 22(1), 45-53.

- on page 14, "Based on the research results it can be concluded that women long for special status in company. It is important for them, to be noticed by others and they try all the time to progress in their work." Need to explain the why? Are women try to prove something? why? how?

- author(s) may need to justify the future direction of the research.

## **Files attached**

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**Author's Response**

**Files attached**