FEAR OF SUCCESS IN WOMEN'S CAREER DEVELOPMENT: A SYSTEMATIC LITERATURE REVIEW AND FUTURE RESEARCH AGENDA

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Abstract

Over the past 20 years, very few articles have discussed fear of success and linked it to gender issues. Even though fear of success is a psychological condition that affects women, which has implications for women's perspectives and orientation towards future career development if viewed subjectively based on one's perspective on work and the environment. High fear of success will make women desire to compete in achieving lower achievements. This research was conducted to outline the evolution of research on fear of success over the last twenty years and explore opportunities for future research directions, particularly those linking fear of success to gender and women's career development. This research was carried out using a systematic literature review involving a final sample total of 21 articles published during 2000-2021. This study then found that there is still a theoretical and empirical gap in measuring fear of success which Horner and Zuckerman's theory still dominates. There has been a slowdown in the development of new theories about measures of fear of success. The research challenge is whether this theory is still considered relevant if it is used to answer factual needs or conditions. Another finding research on fear of success for twenty years has been dominated by research on students and employees across gender. Only four studies specifically examine the fear of success for women with the complexity of multiple personal, family and community roles.

Keywords: Fear of Success, Systematic Literature Review, Career Women.

A. INTRODUCTION

Women tend to experience fear of success compared to men due to the pressures of the social environment and the prevailing gender differences in society. Personal determinant factors, such as fear of success, influence women's career development. Fear of success is a barrier to career success for women, which is the condition of someone afraid of their ability to complete challenging tasks or jobs. Environmental pressure on gender roles can manifest as a fear of success, causing women to experience a loss of femininity, self-esteem, and social rejection (Borgonovi & Han, 2021). In order for women to attain success, this circumstance generates anxiety. Specifically, women's fear of success is the fear of pursuing a career up to the top management positions, so that even if they do a decent job, they feel undeserving of success and voluntarily let men compete. So that most women avoid success by prioritizing feelings of anxiety about work performance because they are considered to have negative consequences and are competitive with men (Villeseche et al., 2022).

Fear of success also affects the internal career success of the organization because of competition within the organization, which requires masculine traits from a woman if she wants to be successful in her career. This is considered to be contrary to the nature of women, so

successful women have the potential to experience social rejection, which hinders aspirations, ability to innovate and performance, ultimately affecting a woman's potential to be successful (Cho et al., 2021).

Most people in developing countries assume that the success of women in a career is not obtained from hard work but only luck, this condition has implications for reducing the motivation of other female employees to have careers in organizations. In order to have a career success orientation within the organization, career women should strive to minimize negative aspects such as dread of success. The higher the orientation of a woman's career success, the more excellent the opportunity to develop a career at the hierarchical organizational level.

B. LITERATURE REVIEW

1. Fear of Success

Fear of success is a condition in which a person fears that his ability to complete difficult tasks or occupations will be hindered by the negative consequences of success. Fear of success in women is a situation of competition for achievement that will bring unpleasant consequences such as loss of femininity, loss of social dignity, and social rejection, whereas fear of success is a simple desire to avoid success because it will bring about changes in challenges and responsibilities that will have a negative impact. The results of other studies prove that fear of success coupled with gender issues will lead to negative consequences due to the success achieved (Hoffman & Chu, 2019).

Obviously, these various definitions must be critically examined when defining the concept of fear of success, particularly for women. According to the study of multiple definitions of fear of success provided by experts, the definition that best characterizes a woman's fear of success is an inner conflict between the desire to achieve and the negative consequences that will be encountered, causing women to avoid success (Harris et al., 2020). Fear of success negatively impacts women, hindering their ability, potential and aspirations to reach higher positions in organizations. "Fear of success is a set of realistic expectations about the negative consequences of deviance of a set of norms". In the norms that apply in society, fear of success is the negative consequence received due to social interactions that women are not aware of (Kong et al., 2020).

Women in Eastern culture have a higher level of psychological dependence and demands for domestic roles in the household, so they must prioritize the needs of their spouse, children and family. Women are not required to play a role in society, competition affiliation, domination, and orientation. Women with a high need for achievement also tend to experience fear of success because success is the goal of life. Conversely, women with low achievement orientation tend not to experience fear of success because success is not the goal at work (Akanji et al., 2022). Conflicts within women often arise when fear is present as a negative consequence, such as being underappreciated, considered selfish and a bad example in taking care of a family. Fear of success is also caused by women's low self-confidence, or called imposter syndrome, which is a feeling of doubt about their ability to achieve success and feeling

unable to achieve higher achievements (Lucero Jones, 2023). Apart from originating from within women, fear of success can also arise from the environment in the form of 1) achievement situation factors, 2) environmental attitude, and 3) the partner's attitude. The achievement situation factor is the situation of the emergence of leadership and intellectual abilities, which are evaluated based on specific standards of excellence and which exist in competitive situations so that the fear of success for women is higher than for men, especially for traditional women who tend to view self-quality and abilities lower than men (Mazzetti et al., 2020).

Women with high motives to avoid success will show their intellectual potential when faced with non-competitive situations. This means some women can show high achievements when working alone but cannot display these achievements when competing with men. The attitude of the environment urges women to view success as threatening social relations with their environment for fear of experiencing social rejection, which is not following the image of Eastern women who prioritize family and household rather than a personal ambition to succeed at work (Arias et al., 2023). Eastern women will be more appreciated if they successfully carry out their mother and wife roles. This is supported by research results that fear of success is lower in black women who view success as not only being monopolized by men. The partner's attitude factor will also increase the tendency for women to have a fear of success, especially if women have to compete together (Gan et al., 2019). If the partner provides positive support for the success achieved, women are less likely to be affected by the fear of success and will continue to strive to excel. Meanwhile, women who do not yet have a partner have a higher potential for fear of success because they are worried about negative evaluations from the environment and social rejection, making it difficult to find a partner (Chadwick et al., 2023).

2. Gender

According to Muhtar, gender can be interpreted as social sex or as the connotation of a society that determines social roles on the basis of gender. Furthermore, Fakih defines gender as a socially and culturally constructed attribute inherent to men and women. The distinction between gender and biology is made clear. Oakley, a British sociologist, was the first to distinguish the two categories (Rahmah et al., 2023).

Gender refers to the differences between the characteristics of men and women based on their sociocultural construction, which is connected to their nature, status, position, and role in society. The term sex refers to the differences between the biological divisions of men and women, particularly those pertaining to procreation and reproduction. Men are distinguished by their sperm and genitalia, while women are distinguished by their eggs, uterus, vagina, and breasts. The traits of biological sex are innate, permanent, and cannot be traded (Connelly et al., 2021). Furthermore, gender refers to a human perspective or perception of women or men that is not founded on biological differences between the sexes. Gender creates differences between women and men in all aspects of human existence, including a lower social position for women. For instance, women are often characterized as being gentle, attractive, emotional, or maternal. Men are simultaneously regarded as robust, rational, masculine, and powerful. The properties that can be traded are the characteristics of nature. This indicates that some males

are emotional, maternal, and gentle, whereas some women are strong, rational, and powerful (Proverbio, 2023). The researcher concludes, based on the numerous opinions presented above, that gender refers to gender-based social values. These values can fluctuate and be exchanged in accordance with the periods. This occurs due to the fact that gender is not based on sex but rather on societal categorization (Reeskens et al., 2021). Gender roles are the roles that women and men perform based on the environment, culture, and structure of a society. This role is taught to every member of society, community, and certain social groups in preparation for the roles of women and men, which include four categories of gender roles:

a. Gender Roles

Gender roles are the roles played by women and men based on their status, environment, culture, and societal structure. This role is imparted to all members of society, the community, and specific social groups whose roles are perceived to be those of women and men. The roles of men and women are differentiated into productive, reproductive and social roles (Farooq, 2020).

b. Productive Role

Productive roles are those that generate products and services for consumption and exchange. All factory, office, agricultural, and other occupations whose activity category is used to calculate a nation's gross domestic product. Despite the fact that both men and women participate in productive public sphere activities, society continues to view males as breadwinners. For example, in an office, when there is a layoff, women are often sacrificed because it is considered that men's activities generate money. When referring to the definition of work as an activity that generates income in the form of money or goods, the activities of women and men both in the formal and informal sectors, outside the home or inside the house, as long as they produce money or goods, are included in productive roles. Examples of women's productive roles in the home include sewing, catering, salons and others. Examples of productive roles carried out outside the home, as teachers, laborers, traders, and entrepreneurs (van Zanten & van Tulder, 2021).

c. Reproductive Role

Biological and social reproductive roles can be distinguished from one another. Only women are capable of biological reproduction, which involves the birth of a new human. Social reproduction refers to all the care and nurturing activities that are necessary for survival. Consequently, reproductive activity is an activity that perpetuates human labor. This category encompasses providing for children, cooking, feeding, washing, cleaning, and other domestic duties (Hashem et al., 2021). Although these things are essential for human survival, they are not considered work or economic activity, so they are invisible, unrecognized and unpaid. In domestic housing, women, both adults and children, usually do reproductive work. The question is why the reproductive role is naturally the responsibility of women. The answer that often arises is that because women give birth, caring for and caring for children is their responsibility. This labeling disappears when you understand what sex is and what gender is. Men also carry out reproductive roles, both biological reproductive (fertilizing) and social

reproductive, because caring for children and caring for children do not use the uterus.

d. Social Role (Society)

Community activities are all necessary to carry out and organize community life. The social role played by women is to carry out activities that are used together, for example, health services at Posyandu and participation in social and cultural activities (community work, cooperation, construction of village roads, etc.). All of these activities are usually carried out voluntarily. Meanwhile, the social roles carried out by men are generally organized at the community level, for example, to become RT, RW, or village head (Maugeri et al., 2020).

C. METHOD

This paper uses a systematic literature review (SLR) to synthesize relevant articles discussing the fear of success over the last 20 years. Systematic Literature Review is a literature survey with predetermined research questions, the process of searching, data extraction and data presentation, whether researchers refer to their study as a systematic literature review. SLR is a research methodology for reviewing previous literature, including for the field of human resource management. Thus, the main aim of the SLR is to reduce the risk of bias and increase transparency at every stage of the process in an explicit and systematic method in the selection and inclusion of studies, to assess the quality of studies, and to summarize them objectively.

D. RESULT AND DISCUSSION

1. Research Activity on Fear of Success

The first stage begins with determining the database to be used, and we chose Scopus because it provides a wide range of literature covering the area under study. Using the search engine of this database, we identified an overarching term to act as the primary term "fear of success". In this second phase, 232 initial samples were obtained. The search was limited to the year of publication in 2000 – December 2021 and to only journal paper articles published in English, resulting in a sample of 52 samples. The third stage performs an article-specific search classification with the conditions: title-abs-key ("fear of success") and (limit-to (pubyear, 2021) or limit-to (pubyear, 2020) or limit-to (pubyear, 2019) or limit-to (pubyear, 2018) or limit-to (pubyear, 2017) or limit-to (pubyear, 2016) or limit-to (pubyear, 2015) or limit-to (pubyear, 2014) or limit-to (pubyear, 2013) or limit-to (pubyear, 2012) or limit-to (pubyear, 2011) or limit-to (pubyear, 2010) or limit-to (pubyear, 2008) or limit-to (pubyear, 2007) or limit-to (pubyear, 2006) or limit-to (pubyear, 2005) or limit-to (pubyear, 2004) or limit-to (pubyear, 2003) or limit-to (pubyear, 2002) or limit-to (pubyear, 2001) or limit-to (pubyear, 2000)) and (limit-to (doctype, "ar")) and (limit-to (language, "english")) and (limit-to (srctype, "j")) to produce 30 articles. In the fourth step of selecting the final sample, we read the titles and abstracts of each of the 30 articles, including introductions if needed. Then we excluded samples unrelated to research objectives and questions so that we obtained 21 samples with a minimum limitation of reputable journals with a minimum quartile 2 (Q2) in the year the article was published as a quality assurance process to find the best and factual articles. A

total of 21 articles were divided into two groups, namely 19 empirical articles and two conceptual articles. In 19 empirical articles, the fear of success has been widely studied among students. The fifth process is the analysis stage which is carried out using an Excel spreadsheet with matrix and tabulation techniques which is carried out by reading the entire article and finding the needs of the research questions in the first step, and summarizing them into separate documents.

2. Research Topic on Fear of Success

Eight articles use the unit of analysis with student respondents. This study explores the antecedents of fear of achievement (FOA) for young women, the result of which is that women with a high fear of achievement tend to have a fear of success to build their careers in the future. Then four empirical studies of fear of success were also carried out on employees who proposed a conceptual framework that integrated the factors of fear of success and perceptions of discrimination at work which influence mediated by self-efficacy and individual intrinsic motivation characterized by high fear of success will show a lower level of generalized self-efficacy. A total of 3 studies were conducted on high school students. Analyze the interaction between these programs and intelligence, motivation, and anxiety. Participation is associated with increased levels of success anxiety. Fear of achievement is only one of several indicators used to gauge anxiety. Then, two studies were conducted on athletes to evaluate the Performance Success Threat Appraisal Inventory's (PSTAI) ability to assess fear of success in male and female elite athletes and its association with goal achievement orientation. Men with a high dread of success score report high somatic anxiety, worry, impaired concentration, preoccupation with rewards, and a lack of independence in their interpersonal relationships. There is a single study on employed women. This study identified physical and mental health issues, inadequate parenting, lack of job skills, and lack of transportation, a criminal record, and limited educational abilities as the primary obstacles limiting these women's self-sufficiency while participating in job training programs.

Following are the details of all the research used in the following Systematic Literature Review method:

Table 1: Research in Systematic Literature Review

No	Source	Publisher	Year	IF (SJR)	H - INDEX	SJR	Author	Total
1	International Journal of Bilingual Education and Bilingualism	Routledge	2021	Q1	52	1,5	(Möller, 2021)	1
2	Cogent Social Sciences	Cogent OA	2019	Q2	15	0,36	(Anjum & Godil, 2019)	1
3	Journal of College Student Retention: Research, Theory and Practice	SAGE Publications Inc.	2018	Q2	32	0,52	(Wilson et al., 2018)	
4	Baltic Journal of Management	Emerald Group Holdings Ltd.	2018	Q2	31	0,69	(Sheaffer et al., 2018)	1

5	Frontiers in Psychology	Frontiers Media SA.	2017	Q1	133	0,87	(Kosakowska-Berezecka et al., 2017)	1
6	Educational Review	Routledge	2016	Q1	50	1,08	(Gore et al., 2016; Neureiter & Traut-Mattausch, 2016)	2
7	Interactive Learning Environments	Routledge	2015	Q1	49	1,17	(Life, 2015)	1
8	Journal of Personality and Social Psychology	American Psychological Association	2013	Q1	392	3,7	(Carothers & Reis, 2013; Rodriguez Mosquera et al., 2010)	2
9	European Journal of Psychology of Education	Springer Netherlands	2012	Q1	57	0,96	(Ivers, 2012)	1
10	Clinical Social Work Journal	Kluwer Academic/Human Sciences Press Inc.	2012	Q2	36	0,53	(Stanhope et al., 2012)	1
11	Cross-Cultural Research	SAGE Publications Inc.	2011	Q1	42	0,71	(Gore et al., 2011)	1
12	Psychology of Sport and Exercise	Elsevier BV	2011	Q1	99	1,37	(André, 2011)	1
13	Measurement in Physical Education and Exercise Science	Lawrence Erlbaum Associates Inc.	2004	Q1	43	0,76	(Metzler & Conroy, 2009)	1
14	Journal of Sport and Exercise Psychology	Human Kinetics Publishers Inc.	2004	Q2	106	0,59	(Conroy et al., 2002; Conroy & Metzler, 2004)	2
15	Journal of Applied Sport Psychology	Taylor and Francis Ltd.	2001	Q2	80	0,86	(Conroy et al., 2001)	1
16	Public Health Nursing	Wiley-Blackwell Publishing Ltd	2001	Q2	57	0,49	(Brown & Barbosa, 2001)	1
17	Phi Delta Kappan	Phi Delta Kappa Inc.	2001	Q2	63	0,43	(Ways et al., 2001)	1
18	Journal for the Education of the Gifted	Prufrock Press	2000	Q1	36	0,92	(Raffaele Mendez, 2000)	1
			Total					21

3. Unit of Analysis in Fear of Success Research

8 articles use a unit of analysis with student respondents, 2 articles make female students (women) as respondents (Anjum & Godil, 2019; Wilson et al., 2018), while the other 6 articles use cross-gender students (Neureiter & Traut-Mattausch, 2016; Life, 2015; Gore et al., 2011; Metzler & Conroy, 2009; Conroy & Metzler, 2004; Conroy et al., 2002). 4 empirical studies of fear of success were also conducted on employees (Sheaffer et al., 2018; Ivers, 2012; Stanhope et al., 2012; Rodriguez Mosquera et al., 2010). There were 3 studies of high school students (Möller, 2021; Kosakowska-Berezecka et al., 2017; Gore et al., 2016). There were 2 studies on athletes (André, 2011; Conroy et al., 2001) and 1 study on working women (Brown & Barbosa, 2001) and 1 study on girls (Raffaele Mendez, 2000).

4. Current Research Limitations

During the last twenty years, several studies have discussed fear of success among students across gender. There are only 3 articles that have research samples on women. The study results show that women with a high fear of achievement tend to have a fear of success to build their careers in the future (Anjum & Godil, 2019). Furthermore, physical and mental health problems, poor parenting, low job skills, lack of transportation, criminal history, and limited educational capabilities are the main barriers for women to enter job training programs. Meanwhile, the lack of respect for education, bad relationships with men (spouses), lack of support from family and friends and limited life choices make it difficult for women to get out of poverty and tend to experience fear of success (Brown & Barbosa, 2001). While the latest research (Raffaele Mendez, 2000), gender role stereotypes of girls with stronger self-perceptions tend to have higher achievement motivation, have career plans, are more liberal and have less fear of success.

Other studies have highlighted the fear of success experienced by students. Strong culture and family ties will make children experience fear of success, ecological isolation and low grades (Wilson et al., 2018). Fear of success and encouragement to fail have been shown to affect student performance and behavior in the classroom (Life, 2015). There is a relationship between collectivism, academic attitude and fear of success. The results are very important in applying cross-cultural theory to explain differences in regional perspectives within countries on fear of success (Gore et al., 2011).

The inner barrier relates to the fear of failure, fear of success, self-esteem, and aspects of career development, career planning, career struggles, and motivation to lead, where fear of success is proven to cause fear of rejection by colleagues because of success (Neureiter & Traut-Mattausch, 2016).

There is research (Metzler & Conroy, 2009) to test the structural validity of the fear of success scale (FOSS) by comparing the structure of one factor; Zuckerman and Allison (1976) with an alternative three-factor structure Fried-Buchalter (1992) research recommendations suggest that researchers and clinicians should not use FOSS to assess fear of success in sports.

There is a relationship between country-specific self-talk patterns determined by the structural analysis of the social behavior model and three forms of situation-specific performance anxiety: fear of failure (FF), fear of success (FS), and sport anxiety (SA). The result is that fear of success is weaker associated with systematic self-talk patterns (Conroy & Metzler, 2004). A sense of fear of failure (FF) whose results are not related to fear of success (Conroy et al., 2002).

There is research that proposes a conceptual framework that integrates the factors of fear of success and perceptions of discrimination in the workplace which influence mediated by self-efficacy and individual intrinsic motivation characterized by high fear of success will show a lower level of generalized self-efficacy (Sheaffer et al., 2018). Other fear of success research is rooted in what they perceive as the "consequences of success" for young people, meaning they will leave their family, friends, community and thus lose relationships and a sense of

belonging, expressed with real anxiety (Ivers, 2012). Some managers interpret the fear of success as a feeling of not being worthy of success, so they will sabotage themselves to fail (Stanhope et al., 2012). Jealousy had both positive and negative consequences, more positive and negative psychological and relational consequences among achievement-oriented participants (European Americans) than among participants who were oriented towards interpersonal harmony and cooperation (Spain); are people who tend to have a low fear of success (Rodriguez Mosquera et al., 2010).

3 studies of high school students analyze how programs in schools have a relationship with increased intelligence, motivation, as well as anxiety. Fear of success is an indicator for measuring anxiety (Möller, 2021). Fear of success for girls is not found because they believe their language skills are far better than boys (Kosakowska-Berezecka et al., 2017). Social inclusion negatively predicts fear of success. The more parents support students, the less likely they will be afraid to achieve or fear success (Gore et al., 2016). There are 2 studies on athletes. Performance Success Threat Appraisal Inventory (PSTAI) to assess fear of success in male and female athletes and its relationship with goal achievement orientation. Men who score high on fear of success report high somatic anxiety, worrying, impaired concentration, preoccupation with rewards, and a tendency to suffer from a lack of independence in their relationships with others, a tendency towards goal pursuit and avoidance of mastery. However, fear of success does not correlate with anxiety in women (André, 2011). The construction of the concept of fear of failure and fear of success is widely considered a prominent threat to performance. There are different criteria for evaluating fear of failure and fear of success as well as the perceived consequences of failure and success. Perceptions of failure and success should not be considered bipolar phenomena. The consequences of failure and success form a multidimensional model (Conroy et al., 2001).

Researchers have rarely linked the fear of success directly with gender issues (women) and how the fear of success affects women's career development. The negative effect of fear of success on women's career development can be eliminated if they want to be successful in career organizations because the higher the orientation of women's career success, the greater the opportunity to develop a career in the organizational hierarchy.

5. Gender Influence

Although 'fear of success' is present in both men and women, it stems from distinct cultural and social influences and has varying societal effects for the sexes. Competence, independence, and intellectual accomplishment do not conform to the norms and standards of a feminine society, but conform to those of masculinity.

The first study of projective storytelling techniques conducted by Horner revealed that 65 percent of women wrote stories with conflict, while 90 percent of males wrote positive stories. Over the course of six years, Horner replicated the study and identified an additional trend in the degree to which women fear success, in which they associate success with narcissism and egotism.

Social norms and patriarchal values instilled in individuals can contribute to the internalization of misogyny, which manifests as a fear of success among women. In a study conducted by Jacqueline Fleming, fear of success in women was associated with the struggle to pursue careers that would allow them to prioritize and pay close attention to household chores (as they remained women's area of expertise), which is a belief shaped by patriarchal society's values. Among men with the same motivation, however, it was discovered that their pragmatic career orientation resulted from compensatory motivational dynamics.

E. CONCLUSION

There are 21 articles from the SLR study in this review. Many researchers still prefer to do empirical research in the form of a survey. However, we offer new research on the fear of success that is more competent in the SLR methodology. The spread of topics SLR covers with a database of 20 years is quite limited. Furthermore, the topic of fear of success which is linked to gender and women's issues, is still very minimal. This new research area is well suited for SLRs for engineering researchers to conduct follow-up studies with the Women's unit of analysis and their future career development. This research is expected to benefit from developing highly effective research procedures to support their secondary studies. We recommend adopting a similar research procedure, which allows the results of the literature review alone to be built into a database that categorizes available research papers to initiate a research program and provides the necessary references for research articles. The results of this study indicate that current research on fear of success still has theoretical and empirical gaps. Horner and Zuckerman's theory still dominate the measurement of fear of success. The development of a new theory about the measure of fear of success is still very slow, so it is questionable whether it is still considered relevant if used to answer factual needs or conditions. Another finding research on fear of success for twenty years has been dominated by research on students and employees across gender. There are only 4 studies that specifically examine the fear of success for women with the complexity of multiple personal, family and community roles.

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