

Study on the Challenges faced by Women Working Educational Managers

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Abstract



The education sector in Pakistan is facing various challenges, one of which is the underrepresentation of women in positions of educational management. Underrepresentation of women in positions of educational leadership has been all around as perceived in the writing of the United States and Europe (Lopez, 2008) just as in Asian settings (Shamsodin, Saeed & Shahla, 2012). This socio-cultural level. Further settings his study also explored the internal and external barriers faced by women within their cultures and environments. The objectives of the study were to: examine the role of gender in shaping female perception for pursuing educational management position, explore the nature of household responsibilities being performed by women working in educational management, identify the influence of work environment on the performance of female managers, inspect the influence of socioeconomic background and socio cultural beliefs to women pursuing educational management related posts. This study utilized a mixed method approach. All the females on managerial position in Islamabad (International Islamic University Islamabad) and Rawalpindi (Fatima Jinnah Women University Rawalpindi) was identified as population /sample size and universal sampling technique was used. In this study, the researcher administered self-developed questionnaire and semi structured interview guide for collecting data from the participants. Researcher personally visited all the selected universities for data collection. Frequency and percentages was used to analyse the data collected from the questionnaire. Qualitative data were analysed through thematic analysis. It is concluded that need-based regular training program for improvement of women leadership.

Keywords: Challenges, Educational, Manager, Women, Leadership

Introduction

Education sector in Pakistan is facing various challenges. One of them is underrepresentation of females in educational management. This is reported in Europe (Lopez, 2008) just as in Asian settings (Shamsodin, Saeed & Shahla, 2012). Females' development in the office has taken important stages in 1960s (Schwanke, 2013; Carr, Gunn, Kaplan, Raj & Freund, 2015; O'Meara, 2015). Females' are under-represented in educational institutes all over the world, particularly in the most powerful position (Montez, Wolverton & Gmelch, 2003; Taylor & Özkanli, 2013; Cook & Glass, 2014; Avin, Keller, Lotker, Mathieu, Peleg & Pignolet, 2015). In Pakistan, there is no freedom regarding women leadership (Saher, Ali & Matloob, 2014). Educational institutions are facing mostly difficult tasks in appealing and holding females (Uche, Chineze, Ihechi & Jack, 2014). In European universities, women management, gender equivalence is theoretically greater than in Asia, particularly in Pakistan. It is made in 27 nations of the European Union (EU), females subjugate merely 15% of complete professorship as well as tenured posts (European Commission, 2012) as well as most of female staff from year 2002 to 2010 become in double number. In various circumstances their numbers have decreased after some time (European Commission, 2012). Similarly, 33% of European scholars, 20% professors, and 15.5% heads of educational institutes in the training area (All things considered, essentially one lady for each two males in science and the executive's teams over the EU. Despite the fact that in Scottish colleges, the level of female professors is 21.8% though the females' quality in colleges is 45% (Herald Report, 2015). Sweden is for the most part clarified very with complete higher rankings concerning gender orientation comparability as well as has even made the notoriety

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for being a 'trailblazer in the gender equal opportunity region, yet there were just 22% of the ladies teachers till 2011 (Statistics Sweden, 2012).

Statement of the Problem

Pakistan is an emerging and challenging country that might weak struggle to miss brilliant females from its management pool (Kellerman et al., 2007). In Pakistan, limited research work has been conducted in the area of women working in educational management. And it is supposed that growing the symbol of females at higher policymaking ranks might have complete effects of retreating judgment as well as dev developing under equality. This study is going to examine the factors of women's empowerment in the field of management at the higher education level. Furthermore, this study will also explore the internal and external barriers faced by women within their cultures and environments.

Objectives of the Study

The objectives of the study were to:

1. Explore the nature of household responsibilities being performed by women working in educational management positions.
2. Identify the influence of the work environment on the performance commence of female managers.

Research Questions

The research questions of the study were:

1. What kind of household responsibilities is being performed by women working in educational management positions?
2. What is the role of a diverse work environment on women's empowerment in the field of educational management?

Significance of the Study

This study presents important concepts and constructs for the development of educational planning and the

of women's educational management in the country. The results of this study will determine how administrative interventions interfere with the success of positions' management roles. It makes set recommendations to policymakers to reconsider their employment policies as well as their employment practices, particularly in a man-dominated society.

Delimitations of the Study

This study was delimited to;

1. Fatima Jinnah Women's University Rawalpindi
2. International Islamic University Islamabad.
3. Female Educational Manager

Research Methodology

This study utilized a mixed method approach (i.e., qualitative and quantitative approaches).

All females in the managerial position at Fatima Jannah Women University Rawalpindi and International Islamic University Islamabad were the population. The whole was taken to the Methodology of the study. A universal sampling technique was used for the selection of the sample. In this study, the researcher used this method by administering a self-developed questionnaire and semi-structured interview guide for collecting data from the participants. The validity and reliability of the instruments were checked by experts in the field. According to the instructions of the expert, instruments were modified. While the reliability of the instrument was ensured through Cronbach Alpha. Its value was found 0.86. The researcher personally visits all the selected universities for data collection. Interviews were audio-recorded after getting consent from female educational managers.

Frequency and percentages were used to analyse the data collected from questionnaire. Qualitative data were analysed through thematic analysis. Themes were generated keeping in view the objectives of study. And the themes afterwards was analysed. This research study was limited to Female Educational Manager in two Universities Fatima Jinnah Women University Rawalpindi and International Islamic University Islamabad in Islamabad and Rawalpindi Districts.

Literature Review

The current literature highlights important, administrative, and individual barriers that impede the entry of females into the educational management hierarchy. A variety of indicators presented that woman workers in middle management ranks, decision-making places, and full professor places all

over the world are subordinated to men (Liu, 2013; Oforiwa & Broni, 2013; Matsumi, 2015). At the administrative level, employment, selection, and promotion procedures are up to-date by descriptions of the operational administrators. This image is a stereotypical by a masculine image effective leaders share many of the same characteristics, for example, power, toughness, and effectiveness. According to Berger et al. (1974), theorizing is discussed, in principle, by the appointment of managers with certain characteristics that are usually associated with men and women. Traits such as competence and authority are often related with higher positions, and due to the stereotypical social views of those who have guided us, there is a connection amongst the gender and the upper rank inside administrations (Berger, Joseph, Thomas, Conner & Hamit, 1974). Basically, managers' beliefs about a worker-based position, gender, or role form have the potential to be the greatest and "most valuable" responsibility (Correll & Ridgeway, 2008). According to Luhe (2014), this type of stereotypes have been recognized and established as a main obstacle to the entry of women in the high-level hierarchical ranks of various institutions, academia and the public sector. These social stereotypes have been linked to men and women since childhood. In these social activities, they organize children's thoughts and ideas, suggesting who they are and what role they should play in adulthood. To recover leaders, it is believed that women leaders change their leadership style more than men. They also use force on men differently. This section takes this discussion further by highlighting the experiences of female education leaders based on a case study of Omar (1996). Omar said a contemporary academic leader would have to acquire academic and administrative skills as he would have to pave the way for research projects and introduce new courses and new degrees. These courses and new degrees need to be marketed. In order to tailor students, academic leaders must have the ability to develop course packages or plan for new degrees and diplomas that have a market value from students. Women face challenges in obtaining and retaining managerial positions in education, and "the professional challenge of female caregivers has been the subject of research for the past three decades" (Watkins, 2009). As Mayottevanicha and Rohrer (2006) have argued, in addition to their demands and abilities, women face access to and subsequent challenges to leadership positions. The main objectives of this chapter are to deepen the understanding of issues related to women's supervision through experimental studies and review of scientific works and to provide the readers with an overview of past research in this field. It is a positive review of the literature (Rubin, Rubin & Herdakis, 2009) that includes key studies in the target area (challenges facing women) and follows a five-step approach to terminology, literature positioning, study, and review. Speak, organize and write literature reviews (Creswell, 2002).

Women working in HE find their careers quite challenging. Many scholars have focused on such challenges for women in managerial positions in developed and less developed countries, both internally and externally (Costello, 2012 Mor-Morley, 2014; Oplatka, 2006). The fundamental issue of women in HE is being described as unacceptable, especially in senior management positions (Altbach, 2010). Studies have shown that female educators are disproportionately represented in male-dominated institutions (Troller, 1998; Anderson & Williams, 2001; Mor-Morley, 2003).

Quantitative Data Analysis

Household responsibilities of Women Working

Table 4.1

Job Interest Of Working Women Should Be Subservient To Their Husband

	Frequency	Percentage
SA	46	49.5
A	33	35.5
UN	3	3.2
DA	3	3.2
SDA	8	8.6
Total	93	100.0

This was a crucial variable. It intended to measure the intent of the participants about their husbands mind about their jobs. According to table 4.1, 50% teachers strongly agreed, 37% teachers agreed, 3% teachers undecided, 3% teachers disagreed, and 9% teachers strongly disagreed with the statement that *Job interest of working women should be subservient to their husband*. Thus, it was depicts that majority of the teachers were strongly agreed with the statement that *Job interest of working women should be subservient to their husband*.

Table 4.2

Working Women Are Supposed To Take Care Of Household Responsibilities Only

	Frequency	Percentage
SA	34	36.6
A	41	44.1
UN	6	6.5
DA	6	6.5
SDA	6	6.5
Total	93	100.0

The question intended the responsibilities of working women. According to table 4.2, 37% teacher strongly agreed, 44% teachers agreed, 7% teachers undecided, 7% teachers disagreed, and 7% teachers strongly disagreed with the statement that *Working women are supposed to take care of household responsibilities only*. Thus, majority of the teachers strongly agreed with the statement that *working women were supposed to take care of household responsibilities only*.

Table 4.3

Working Women Are Supposed To Take Care Of Children And Husbands

	Frequency	Percentage
SA	42	45.2
A	32	34.4
UN	7	7.5
DA	3	3.2
SDA	9	9.7
Total	93	100.0

The question intended to measure the dual household role of the working women. Table 4.3 depicts that 45% teacher strongly agreed, 34% teachers agreed, 8% teachers undecided, 3% teachers disagreed, and 10% teachers strongly disagreed with the statement that *working women are supposed to take care of children and husbands*. Thus, it is depicts that majority of the teachers were strongly agreed with the statement that *working women were supposed to take care of children and husbands*.

Table 4.4

Working Women Are Supposed To Be Care Takers In Their Homes

	Frequency	Percentage
SA	27	29.0
A	41	44.1
UN	14	15.1
DA	5	5.4
SDA	6	6.5
Total	93	100.0

This question further explored that working women should care taking women at homes. Table 4.4 depicts that 29% teacher strongly agreed, 44% teachers agreed, 15% teachers undecided, 5% teachers disagreed, and 6% teachers strongly disagreed with the statement that *working women are supposed to be care takers in their homes*. Thus, majority of the teachers agreed with the statement that *working women are supposed to be care takers in their homes*.

Table 4.5

Working Women Desire To Work Where They Are Close To The Family

	Frequency	Percentage
SA	23	24.7
A	45	48.4
UN	9	9.7
DA	6	6.5
SDA	10	10.8
Total	93	100.0

The question intended to measure distance between their homes and work place. According to table 4.5, 25% teacher strongly agreed, 48% teachers agreed, 10% teachers undecided, 7% teachers disagreed, and 11% teachers strongly disagreed with the statement that *working women desire to work where they are close to the family*. Thus, majority of the teachers agreed with the statement that *working women desired to work where they were close to the family bring the jobs in their home*.

Diverse Work Environment

Table 4.6

Working Women Avoid Criticism In Diverse Working Environment

	Frequency	Percentage
SA	53	57.0
A	16	17.2
UN	10	10.8
DA	9	9.7
SDA	5	5.4
Total	93	100.0

The question intended to measure the psychological variable of the feeling while diverse working environment. According to table 4.6, 57% teacher strongly agreed, 17% teachers agreed, 11% teachers undecided, 10% teachers disagreed, and 5% teachers strongly disagreed with the statement that *working women avoid criticism in diverse working environment*. Thus, majority of the teachers were strongly agreeable with the statement.

Table 4.7

Working Women Have Confidence In Diverse Working Environment

	Frequency	Percentage
SA	40	43.0
A	23	24.7
UN	18	19.4
DA	8	8.6
SDA	4	4.3
Total	93	100.0

This question intended to measure the level of confidence while working in diverse. According to table 4.7, 43% teacher strongly agreed, 25% teachers agreed, 19% teachers undecided, 9% teachers disagreed, and 4% teachers strongly disagreed with the statement that *Working women have confidence in diverse working environment*. Thus, majority of the teachers supported the proposition.

Table 4.8

Working Women Have High Integrity In Diverse Working Environment

	Frequency	Percentage
SA	32	34.4
A	43	46.2
UN	12	12.9
SDA	6	6.5
Total	93	100.0

This question attempted to measure the degree of integrity while women working in diverse working environment. Table 4.8 depicts that 34% teacher strongly agreed, 46% teachers agreed, 13% teacher's seemed undecided, 0% teachers disagreed, and 7% teachers strongly disagreed with the statement that *working women have high integrity in diverse working environment*. Thus, high proposition (putting upper limit together) supported the statement.

Table 4.9

Working Women Are Honest In Diverse Working Environment

	Frequency	Percent
SA	33	35.5
A	33	35.5
UN	9	9.7
DA	11	11.8
SDA	7	7.5
Total	93	100.0

This question intended to measure the variable honestly of working women. According to table 4.9, 36% teacher strongly agreed, 36% teachers agreed, 10% teachers undecided, 12% teachers disagreed, and 8% teacher's strongly disagreed with the statement that *Working women were honest in diverse working environment*. Thus, both upper two limits supported the statement.

Table 4.10
Working Women Are Peace-Makers And Avoid Conflicts In Diverse Working Environment

	Frequency	Percentage
SA	23	24.7
A	43	46.2
UN	18	19.4
DA	9	9.7
Total	93	100.0

The question here attempt to measure the concept of peace-making and avoiding conflicts a diverse working condition. According to table 4.10, 25% teacher strongly agreed, 46% teachers agreed, 20% teachers undecided, 10% teachers disagreed, and 0% teachers strongly disagreed with the statement that *working women are peace-makers and avoid conflicts in diverse working environment*. Thus, putting the upper two limits together the proposition was favoured.

Table 4.11
Working Women Don't Like Isolation And Loneliness In Diverse Working Environment

	Frequency	Percentage
SA	41	44.1
A	23	24.7
UN	20	21.5
DA	3	3.2
SDA	6	6.5
Total	93	100.0

This question examine the psychological variable. Table 4.11 depicts that 44% teacher strongly agreed, 25% teachers agreed, 22% teachers seemed undecided, 3% teachers disagreed, and 7% teachers this question intends to measure the degree of flexibility of working women in decision-making disagreed with the statement that *working women don't like isolation and loneliness in diverse working environment*. Thus, high proportion (putting upper two limits together, the proportion was supported.

Table 4.12
Working Women Are Approachable In Diverse Working Environment

	Frequency	Percentage
SA	32	34.4
A	42	45.2
UN	10	10.8
DA	6	6.5
SDA	3	3.2
Total	93	100.0

This question psychologically examines the working women approachability (access, influence) in diverse working environment. Table 4.12 depicts that 34% teacher strongly agreed, 45% teachers agreed, 11% teachers seemed undecided, 7% teachers disagreed, and 3% teachers strongly disagreed with the statement that *working women were approachable in diverse working environment*. Thus, huge number of the teachers were strongly agreed with the statement.

Table 4.13
Working Women Are Flexible In Decision Making In Diverse Working Environment

	Frequency	Percentage
SA	37	39.8
A	37	39.8
UN	7	7.5
DA	9	9.7
SDA	3	3.2
Total	93	100.0

This question intends to measure the degree of flexibility of working women in decision-making. According to table 4.13, 40% teacher strongly agreed, 40% teachers agreed, 8% teachers undecided, 10% teachers disagreed, and 3% teachers disagreed with the statement that *working women were flexible in decision making in diverse working environment*. Thus, it is depicts that majority of the teachers were strongly agreed with the statement.

Table 4.14
Working Women Building An Effective Team In Diverse Working Environment

	Frequency	Percentage
SA	38	40.9
A	30	32.3
UN	7	7.5
DA	12	12.9
SDA	6	6.5
Total	93	100.0

This question intends to measure effectiveness of team building. According to table 4.14, 41% teacher strongly agreed, 32% teachers agreed, 8% teachers undecided, 13% teachers disagreed, and 7% teachers strongly disagreed with the statement that *working women building an effective team in diverse working environment*. Thus, huge number of the teachers were strongly agreed with the statement.

Qualitative Data Analysis

Responses of Interview Questions

A semi-structured interview was conducted from 12 female teachers. Those female managers were selected who were working on managerial positions in the selected institutions. Researcher approached them personally and interviewed them in their offices. Before start the interview the respondents were briefed by the researcher about the nature of the study. Following questions were asked. The senses of questions are laced at appendix-B as an interview guide. The question was asked about the current leadership position from the respondents. Most of the respondents R1, R3, R5 & R12 narrated that they have worked in various managerial positions in their Institutes. Some respondents R4, R6 & R10 have less than two years experiences in such current managerial positions while some respondents R2 R7, R8, R9 & R11 have more than five year experience in their current leadership position. The question was asked about that their family support or oppose you and how. Most of the respondents R2, R3, R4, R6 & R10 narrated that their families support, while two of the respondents R5 & R12 not fully agreed them. According to them the support from their family's side was not positive. However, most of the respondents R1, R7, R8, R9 & R11 narrated that they had full support from their family's side.

Conclusion

Findings of Quantitative Data

For the purpose of drawing findings the responses on five point Likert scale are reduced to 3 point Likert scale. One putting upper 2 limits as agreed or agreeable, 2 bottom ones, not agreed or agreeable. And mid-point undecided as neutral. In this perspectives findings are formulated. 87% teachers agreed, 3% teachers undecided, 11% teachers disagreed with the statement that job interest of working women should be subservient to their husband. (Table 4.4). 81% teachers agreed, 7% teachers undecided, 14% teachers disagreed with the statement that working women are supposed to take care of household responsibilities only. (Table 4.5). 79% respondents agreed, 8% teachers undecided, 13% teachers disagreed with the statement that working women are supposed to take care of children and husbands. (Table 4.6). 73% teachers agreed, 15% teacher's undecided, while 11% teachers disagreed with the statement that working women are supposed to be care takers in their homes. (Table 4.7). 73% teachers agreed, 10% teachers undecided, 18% teachers disagreed with the statement that Working women desire to work where they are close to the family. (Table 4.8). 74% teachers agreed, 11% teachers undecided, 15% teachers w disagreed with the statement that working women avoid criticism in diverse working environment. (Table 4.10). 78% teachers agreed, 19% teachers undecided, 13% teachers disagreed with the statement that working women have confidence in diverse working environment. (Table 4.11). 80% teachers agreed, 13% teachers undecided, 7% teachers disagreed with the statement that working women have high integrity in diverse working environment. (Table 4.12). 72% teacher agreed, 10% teachers undecided, 20% teachers disagreed with the statement that working women are honest in diverse working environment. (Table 4.13). 71% teacher agreed, 20% teachers undecided, 10% disagreed with the statement that working women are peace-makers and avoid conflicts in diverse working environment. (Table 4.14). 69% teachers agreed, 22% teachers undecided, 10% teachers disagreed with the statement that working women don't like isolation and loneliness in diverse working environment. (Table 4.15).

Discussion

In this current study examined the factors of women empowerment in the field of management at higher education level. Most of the respondents agreed that they have worked various managerial positions in their institutes. Some respondents have less than two years experiences in such current managerial positions while some respondents held more than five year experience in their current leadership positions.

Conclusions

It is concluded that most of the respondents maintained that they worked in various managerial positions in their Institutes. Some respondents have less than two years experiences in such current managerial positions while some respondents have more than five year experience in their current leadership position. Most of the respondents agreed that their families support them while two of the respondents not fully agreed them. According to them the support was important. It is concluded that most of the respondents highlight multiple hurdles that face by women to reach to managerial positions. Some of hurdles are: impede girls' access to education are lack of hygienic facilities, poverty, wrong religious perceptions, gender discrimination, early marriages, absence of safe environments and harmful social norms. While one of the participants agreed that the role of society as one of the biggest hurdle to reach to managerial positions. Most of the respondents agreed that they have face various challenges but major challenges are: career advancement opportunities, workplace flexibility, career connections.. Sections that covers the complete interpretation of the results. These sections are

Recommendations

On the basis of findings and conclusions following recommendations were drawn:

1. Women are facing challenges due to less societal support, therefore it is recommended that society may support the working women and social set-up may be made more convenient for working women.
2. Encourage and support women to attend need-based and merit-based training programs to prepare and develop women work place before nominating for managerial positions.

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