An Analysis of Key Factors Affecting Participation of Female Teachers in University Leadership: A Case Study of Universities of Balochistan

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Abstract

In Balochistan, in spite of fully contribution of women for the development of the province in all fields, their involvement in leadership positions has constantly mediocre contrary to their male colleagues particularly in University leadership of the Universities of Balochistan. It is globally acknowledged certainty that women are the fuel as well as base for the entire development of a state. Nevertheless, women's involvement in all areas of human life is mostly at submissive degree and mainly in top leadership positions in public organizations are inconsequential. Consequently, the present inquiry is aimed to analyze the determinants restricting female teacher's involvement in managerial positions in universities of Baluchistan. The present research was a descriptive survey study that utilized both qualitative and quantitative methods of research. The sample of 150 respondents were taken from four major public universities of Baluchistan namely University of Baluchistan, Baluchistan University of Information Technology, Lasbela University of Agriculture, Water and Marine Sciences and University of Turbat by using multistage sampling technique including quota sampling, systematic sampling and simple random sampling. The data was gathered by a structured questionnaire and the information was examined by applying Statistical package for the social sciences (SPSS). The frequencies and percentiles were employed in the analysis. The results of the study highlighted important factors which restricts women's participation in leadership positions and some of these organizational and personal determinates were male dominated culture, glass ceiling, gender prejudice, leadership style, absence of distinct backing, tough domestic chores, cultural and social trends towards women's leadership and lack of social networking among women teachers.

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Introduction

Internationally, women's ingress to leading management positions is still extremely confined however they coordinate and surpass their male partners as far as formal capability and specialized know-how. For sure, it is in the realm of collaborative business that the "glass ceiling" has demonstrated greatest invulnerable with an insignificant 2-3 percent of best employments in substantial companies detained by women (Brown *et al* 1998).

Generally, women have been required to do domestic chores concerning to the baby rearing and other family utilities. Men then again have been relied upon to go away from "home to work with the essential duty of holding up the household financially as well as ensuring its associates". This customary plan or preparation has been carried into query by the ingress of womenfolk regularly as essential providers in noteworthy statistics into conventional society in current times (Tate *et al* 2015). Regardless of the improved gender roles of women, the gender cessation of customary roles has transformed fundamentally. Despite the fact that dominant part of mature women are in the workforce, they keep on doing the bulk of domestic tasks including child care. A similar survey study of United States and the Sweden found that in these two regions men did in the vicinity of 20% and 30% housework (Bush, 2007). Blakemore and Ken (1993) declare that preponderance number of Americans trust that women nowadays ought to work regardless of whether they are lifting up families and raise the conventional workforce as part time or full time laborers, dissimilar to in the earlier generation.

In societies, where patriarchal and conventional values persist robust, an overwhelming number of women found affairs of state as unsympathetic and even antagonistic to take an interest in it and clasp administrative positions, and there are viable components influencing the involvement of women in administrative positions. These elements incorporate lower level of qualification, economical issues, and absence of essential networks, more noteworthy domestic undertakings and absence of their rights (Broughton *et al* 2009).

Women are fewer involved and squat embodied in managerial posts in most emerging nations. "Women's low-slung ingress to media and information, less job chance, hierarchical boundaries joined by social and cultural determinants lessen their basic decision- making influence in the community in general and in institutions specifically (UNFPA, 1992). Pakistan is a male- controlled

society that possesses women in submissive settings "(Haregawoyin and Emebet, 2003)". The socialization proceeding, which limits gender roles, is mostly in charge of the enslavement of womenfolk in the realm. The distinctions in the ways in which people are dealt with via the socialization practice due essentially to their sex status prompt the improvement of genuine personality and psychological contrast between men and women" (Almaz, 1991).

Female teachers in educational leadership specifically in university leadership are a minority in Pakistan as well as in numerous other regions of the globe too. Nonetheless, contrasting numerous republics where women head the teaching occupation and henceforth their nonappearance at the administration level is dubious, in Pakistan female educators make up just 31% of the teaching force (Memon, 2003).

This limited involvement of female teachers in teaching is because of the reality that women's access to education is at a mediocre degree contrary to their male colleagues (Warwick and Reimers, 1995). Numerous causes have been noted for the lack of girls' schooling, and these contain cultural traditions, poverty and uncertainty.

The 'pause' on the subject of gender disparity in Pakistan at the educational leadership level, does not essentially replicate their non- existence. Undoubtedly, the very certainty that teaching is a male- controlled job infers the nonappearance of women top managerial positions in educational sector. There has been an endeavor with respect to the Pakistani government to set up a profession arrangement in order for educators to enter administrative settings. Though, employment to such ranks is frequently to a great extent reliant on the impulses of persuasive people in the higher echelons of the education ministry. Therefore, insufficient number of women can ascend to the top of the occupation. Men control and keep on dominating the decision- making roles inside the hierarchy. Despite the fact that, various researchers have endeavored to recognize and sort a portion of the external and internal boundaries to the improvement of women's careers in top managerial positions of educational institutions "(for instance, Brown and Ralph, 1996; Hall, 1996; Coleman, 2001)", little dissertation has happened in Pakistan regarding how womenfolk can encounter authority, and there is even fewer concerning to the role of sexual category in instructive leadership. In any case, whilst rereading the structure of instructors in "Central America", "Africa and South Asia"; Davies (1990) inferred that "educational administration is still seen as a masculine occupation in many countries". This is likewise a opinion that is thought by Memon (2003) regarding to the educational leadership in Pakistan.

Literature Review

Existing literature envisioned to concentrate on personal and organizational restrictions which may confine the women to ascent scholastic or educational pyramids. The same number of research studies illustrates that regardless of, an expanded nearness of female representatives in mismanagement positions, decision-making positions and full- professor positions over the world keep on being male- controlled.

Personal barricade

With allusion to personal hindrances, there are two essential opinions about women's a reduced amount of involvement in the higher level of academia. Primarily, women don't have the aspiration, time or the skills to do serious academic work. Furthermore, men deliberately segregate since they would prefer not to share power. In any case, it isn't as straightforward as illustrations rather, there is some additional unpretentious progression at work, and that happen both on the institutional as well as the individual level. There are typically few conspicuous contrasts, or "gaps" for women's scholastic obligations, domestic obligations, and domestic circumstances (Howe *et al* 2014).

Numerous women scholars trust that they have lopsided duties regarding management positions in their sections and as they incline to put in elongated hours contrary to their male colleagues for housework, baby caring and caring of elders. A few women forfeit their line of business or duty to be mothers. Numerous womenfolk avail maternity leaves or appeal for casual leaves to deal with their kids. This, as well, may thwart their odds of being deemed for advancements. There might be modest replies to clarify such patterns, for example, women will probably have their professions hindered by parental leaves or can't remain long because of home and child rearing duties, or are recruited with less involvement than men (Jones *at al* 2012).

Organizational barricade

Pakistan is a traditional as well as a male dominated society and where the male is the leader of the household and is in charge of approving or taking of entire decisions regarding to the women of his household such as mate selection, fields of occupation, education and choice of subjects etc.

Since hundreds of years, womenfolk were bound to the home based undertakings and were merely liable of offering household or non-remunerative work. Yet, throughout the previous two decades, women impressively came forward into "higher education" and ultimately began coming into remunerative work force. When females have effectively

discovered their way into the labor force as well as occupied a place in their desired institution, different kinds of discrimination end up plainly evident. In spite of the fact that, in Pakistan women have offered services in gendered academic institutions for elongated, yet populace growth progressed as well as proficient education cleared their approach for work into co-educational organizations and where generally females were found under represented to in universities, as inalienably most universities were found manly in nature. Besides, the dissertation of scholarly "meritocracy" may likewise be manly as well as replicate masculine practices, as the average vocation way in the scholarly world is organized by a male impression of achievement, which includes being inquiry dynamic, remain at work more than assigned time and succumb to the research evaluation work out. A hard working attitude grounded in extend periods of time of leading research, educating, or writing papers were the norm in the "male" university (Remler *et al*, (2009) & Brink *at al*, 2013).

Methodology

The present study was conducted in major public universities of Balochistan including University of Balochistan, Balochistan University of Information Technology, Lasbela University of Agriculture, Water and Marine Sciences and University of Turbat. The research method applied in this research was descriptive survey study and both quantitative and qualitative techniques were applied in this study.
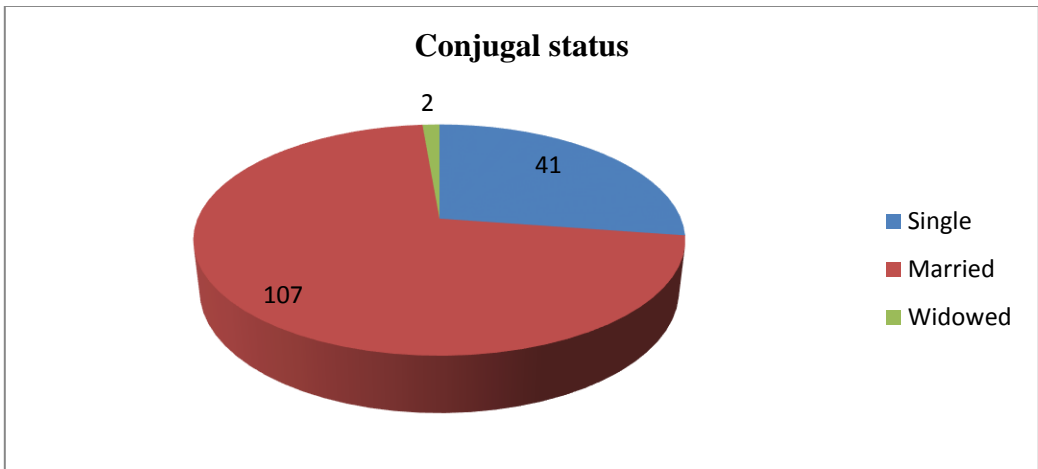
The targeted population of present study was comprised of female teachers of universities by designation included lecturers, assistant professors, associate professors and full professors. The sample of 150 respondents was chosen by using multistage sampling technique. In first stage through quota sampling a specific quota of respondents was given to each university based on the existing number of female faculty members in the purposively chosen universities, in this regard the given quota of respondents for each university were,

1. University of Balochistan   quota of 75
   respondents

2. Balochistan University of Information Technology   quota of 50
   respondents

3. Lasbela University (LUAWMS)   quota of 20
   respondents

4. University of Turbat   quota of 05
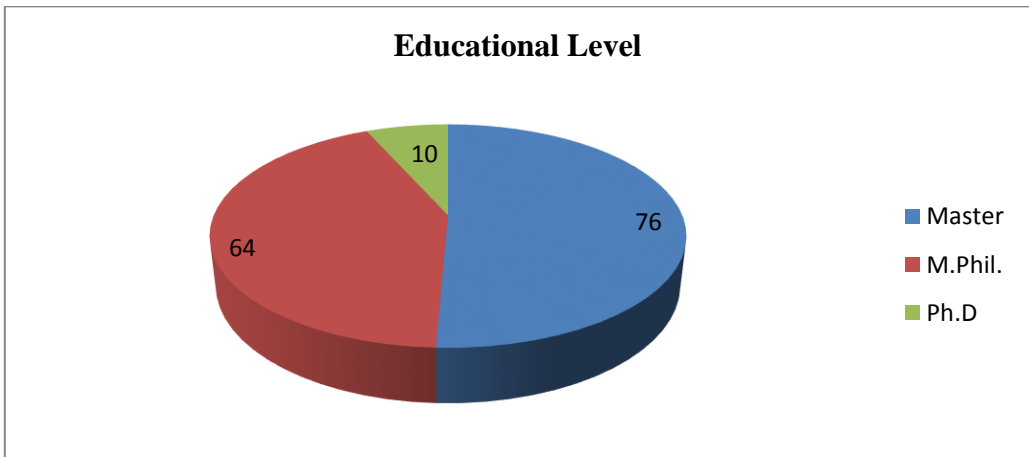   respondents

In second stage, by using the systematic sampling method and simple random sampling the sample size of 150 respondents was selected. The data was gathered using a structured questionnaire which comprised on close ended queries. The gathered data was analyzed utilizing the software namely Statistical Package for the Social Sciences (SPSS). The frequencies and percentiles were employed in the analysis.
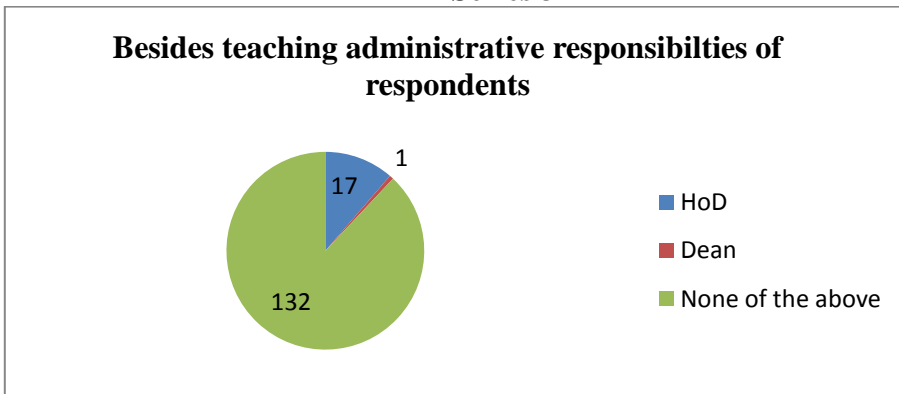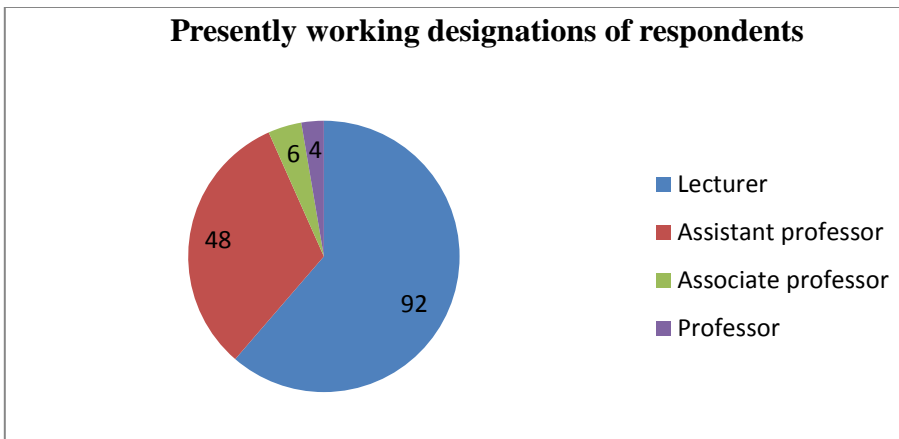
Results and Discussions

Series 1

Conjugal status

- Single: 41
- Married: 107
- Widowed: 2

Series 2

Educational Level

- Master: 76
- M.Phil.: 64
- Ph.D: 10

Series 3

Besides teaching administrative responsibilties of respondents

HoD 17
Dean 1
None of the above 132

- ■ HoD
- ■ Dean
- ■ None of the above

Series 4

Presently working designations of respondents

Lecturer 92
Assistant professor 48
Associate professor 6
Professor 4

- ■ Lecturer
- ■ Assistant professor
- ■ Associate professor
- ■ Professor

As the above Series 1 shows, the frequencies and percentiles of the responses related to the marital status of respondents, a significant majority 71.3% of the respondents were married. Whereas, a substantial number of the 27.3% respondents were single. Only 1.3% respondents were widowed.

Series 2 is related to the educational level of the respondents which illustrate that substantial numbers of participants 50.7% were possessing master degrees. Whereas, a significant number of the 42.7% respondents were holding M.Phil. degrees. Only 10 % respondents were having a Ph.D. degree.

Series 3 is associated with administrative responsibilities of the respondents and in this regard an overwhelming majority 88.0% of the respondents did not have any managerial position. Whereas, an essential proportion, 11.3%

participants were performing their duty as head of department (HoD). Only 0.7% employees were working as Dean.

Series 4 of the present study is related to the presently working designations of the respondents and the data show that preponderance number 61.3% of the respondents was performing their duties as lecturer. Whereas, 32.0% of the respondents were working on the position of assistant professor, and there were 4.0% respondents working as associate professor. Only 2.7% respondents were working as full professor.

TABLE: 1: FREQUENCY DESCRIPTION OF THE PARTICPANTS ACCORDING TO THEIR ANSWER ABOUT ORGANIZATIONAL FACTORS THAT AFFECTS FEMALE TEACHERS INVOLVEMENT IN UNIVERSITY LEADERSHIP.

Statements on Organizational factors	Strongly Disagree 1		Disagree 2		Uncertain 3		Agree 4		Strongly agree 5		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Job hiring & recruitment exercise do not appeal female applicants for leadership.	1	0.7	40	26.7	34	22.7	69	46.0	6	4.0	150	100.0
Assigning responsibilities by management do not inspire female faculty to join leadership locus.	00	00	47	31.3	33	22.0	70	46.7	00	00	150	100.0
Gender prejudice is involved during picking university leaders.	2	1.3	23	15.3	32	21.3	92	61.3	1	0.7	150	100.0
Female faculty is limited in teaching area than leadership position due to inappropriate leadership style.	00	00	25	16.7	33	22.0	86	57.3	6	4.0	150	100.0
Male- controlling culture affects women's input in leadership position.	00	00	40	26.7	14	9.3	84	56.0	12	8.0	150	100.0
Glass ceiling restricted women's leadership position.	00	00	15	10.0	48	32.0	80	53.3	7	4.7	150	100.0
Despite of having same work, qualification and experience male & female are not treated equally.	3	2.0	13	8.7	33	22.0	89	59.3	12	8.0	150	100.0
Female faculty does not win competition for leadership due to absence of proper backing.	2	1.3	11	7.3	34	22.7	94	62.7	9	6.0	150	100.0
The dominated notion that women are not good managers discourages women to avail leadership position.	1	0.7	20	13.3	37	24.7	84	56.0	8	5.3	150	100.0

access to managerial positions and 61.3% of the respondents replied gender prejudice is involved during picking university leaders as the impediment for females' involvement in leadership positions. This means that they are not involved in additional undertakings inside and outside of their organizations.

As specified in Table 1, 59.3% of the participants illustrated that in spite of having same work, qualification and experience male and female are not treated equally regardless of their ability, higher qualification and experience females are not considered for any managerial position. Whereas, 56.0% of the respondents indicated that the existence of male controlling culture within organizations affects women's participation in managerial positions. Wright *et*

al (1992) support this opinion, that almost all managerial positions controlled by male leaders and this specifies that how masculine leaders are powerful in the university and low involvement of women in leadership position.

As showed in Table 1, 53.3% of the respondents have demonstrated the glass ceiling as dynamic affecting female teacher's involvement in leadership positions at institutional level. The study results of Reskin *et al* (1988) also support this view that "A glass ceiling" confines women from reaching the top managerial positions. Whereas, 57.3% of the respondents illustrated the lack of appropriate leadership style within organization is a cause affecting women's involvement in managerial positions. Young, (1988), indicated one-fifth of women and two-thirds of men would texture uncomfortable due to the inappropriate style of managerial positions at organizational level. This research also indicates that there is an adverse trends and theories on the performance of female leaders in certain public organizations.

TABLE: 2: FREQUENCY DESCRIPTION OF THE PARTICPANTS ACCORDING TO THEIR ANSWER ABOUT PERSONAL FACTORS THAT AFFECTS FEMALE TEACHERS INVOLVEMENT IN UNIVERSITY LEADERSHIP

Statements on Personal factors	Strongly Disagree 1		Disagree 2		Uncertain 3		Agree 4		Strongly agree 5		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Females have less desire to participate in leadership position.	32	21.3	92	61.3	8	5.3	15	10.0	3	2.0	150	100.0
Lack of confidence female faculty avoids taking any leadership role.	39	26.0	109	72.7	00	00	2	1.3	00	00	150	100.0
Females do not keep ability to implement rules & regulations effectively.	27	18.0	119	79.3	3	2.0	1	0.7	00	00	150	100.0
Tough domestic chores restrict females to avail any leadership position.	8	5.3	27	18.0	22	14.7	85	56.7	8	5.3	150	100.0
Due to inappropriate cultural and social trends females avoid availing any leadership position.	5	3.3	37	24.7	13	8.7	87	58.0	8	5.3	150	100.0
Women's low academic qualification and experience confines them to take any leadership position.	19	12.7	103	68.7	3	2.0	22	14.7	3	2.0	150	100.0
Lack of motivation among women affects their access to leadership position.	00	00	19	12.7	15	10.0	109	72.7	7	4.7	150	100.0
Lack of social networking among women affects their involvement in managerial positions.	1	0.7	7	4.7	14	9.3	117	78.0	11	7.3	150	100.0
Females do not possess ability to give proficient counseling to their subordinate staff and students while calling for help.	37	24.7	109	72.7	1	0.7	3	2.0	00	00	150	100.0

As indicated in Table 2, tough domestic responsibilities of women deemed a main determinant for low involvement of women in organizational leadership positions as replied by 56.7% of the participants. From the all participants, 58.0% indicated that the inappropriate cultural and social trends are an impediment for women's involvement in leadership settings. As showed in the report of World Bank, (2006), the cultural activities and socialization process of in the society is another determinant that confines females from contributing

leadership positions. Culture includes the social values, theories and norms. In Pakistani culture women are discouraged to contribute in leadership positions.

TABLE: 3: FREQUENCY DESCRIPTION OF THE PARTICPANTS ACCORDING TO THEIR ANSWER ABOUT STRATEGIES AND POLICIES ARE NEEDED TO ENHANCE AND IMPROVE FEMALE TEACHERS INVOLVEMENT IN UNIVERSITY LEADERSHIP.

Statements on Personal factors	Strongly Disagree 1		Disagree 2		Uncertain 3		Agree 4		Strongly agree 5		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Eliminating of negative stereotypes	00	00	00	00	4	2.7	135	90.0	11	7.3	150	100.0
Providing special training (like training regarding leadership, management and decision making)	00	00	1	0.7	4	2.7	126	84.0	19	12.7	150	100.0
Developing social networking among female faculty members.	00	00	2	1.3	1	0.7	129	86.0	18	12.0	150	100.0
Eliminating socio- cultural variables.	00	00	00	00	00	00	126	84.0	24	16.0	150	100.0
Increasing educational qualification of female faculty members.	00	00	00	00	1	0.7	126	84.0	23	15.3	150	100.0
Providing opportunities for female faculty members.	00	00	00	00	00	00	133	88.7	17	11.3	150	100.0
Changing attitude of society (perception).	00	00	2	1.3	4	2.7	123	82.0	21	14.0	150	100.0
Improving recruitment criteria based on gender sensitivity.	00	00	1	0.7	00	00	136	90.7	13	8.7	150	100.0

The results in the Table 3, shows that 90.0% of the respondents agreed that eliminating of negative stereotypes would increase women teachers' involvement in managerial positions. Whereas, results of Table 3, indicate that 86.0% of the respondents agreed on the providing of special trainings (including training on leadership, management and decision making) to ensure women's active involvement in managerial positions. 86.0% and 84.0% of the participants were correspondingly replied agree concerning to the developing social networking among women and increasing educational qualification of women as the strategy to improve the participation level of women in organizational leadership positions.

The other strategy and policy, which make sure the involvement of females in organizational leadership settings, are eliminating socio- cultural variables and improving criteria of recruitment based on gender sensitivity. A significant number 84.0% and 90.7%, participants of the study were respectively agreed on these strategies and polices. Similarly finding as showed in Wisker (1996) study, that improving the recruitment criteria based on equality and gender sensitivity to ensure female teachers input in leadership positions, and this suggests that, if entire progressions of recruitment including examination, interview, selection and service are in favor of women, their input in organizational leadership positions would improve.

Conclusion and Recommendations

The results of the present study indicated that there are many obstacles ranging from a reduced amount of publications to wide-ranging teaching workloads. Similarly, gender prejudice, lack of proper backing, glass ceiling, unequally treatment and notion of discouragement for women leadership positions could similarly possess an influence on women's less progress at institutional level. Likewise, through personal determinant analysis, it is found that lack of social networking among women, absence of motivation, inappropriate cultural trends toward women leadership and tough domestic chores could also have profound effects on female teachers less progress in managerial positions.

From the results of study, eliminating of negative stereotypes, transparent recruitment especially based on gender equality and sensitivity, eliminating socio-cultural variables and developing social networking among female faculty members could help improve women teachers input to top managerial positions in universities. As such strategy as well as policy options ought to be designed to lessen the marginalization of women from the household level to national level.

Organizations can enhance and guarantee the involvement of women in leadership positions by varied mechanisms as well as strategies. Capacity building and training for women can confirm their involvement in leadership positions. Offering amenities and initiative is alternative strategy to guarantee the input of women in leadership positions.

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