

**STUDYING THE DETERMINANTS AFFECTING GENDER
EQUALITY IN MANAGERIAL POSITIONS. (A CASE STUDY OF
HIGHER EDUCATIONAL INSTITUTES OF QUETTA DISTRICT)**

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&

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Abstract

Women constitute more than half of population in Pakistan and have major contributions for the development of country. This also possesses a positive impression around the globe as considered to be important to achieve gender equality and to meet SDGs. However, in contrary their representation in leadership positions is much lower as compared to their male counterparts especially in educational leadership the women involvement is next to nothing despite their huge physical presence. Despite of their capacities and potentials women are seen to be oppressed in all spheres of life.

Therefore, this study aimed at identifying the key factors that confine women representation in universities managerial positions. To carry out this research, descriptive survey method was adopted focusing female faculty of higher educational institutes of district Quetta. A sample of 150 respondents was selected through multi-stage sampling. In first stage through quota sampling a specific quota of respondents were selected based on their physical presence in different departments of the universities. In second stage, by using the systematic sampling method and simple random sampling the required sample size was chosen. The primary data for the current

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research was collected using a structured questionnaire. Data analysis was done using SPSS.

The research came up with different major outcomes concerning women representation in the managerial positions in higher educational institutes of district Quetta. Female representation compared to their physical number is very low in managerial and leadership positions. The factors that have contributed in this regard have been divided into three major categories namely personal, organizational and socio-cultural factors that have played a strong role to restrict women participation in managerial positions in universities. The male dominant society and the patriarchal nature of society do not want women to work as leader's despite of their own interest, experience and level of education. However, their leadership skills could be improved through trainings and workshops on management and leadership skills that would boost their knowledge and understanding of policies and procedures more appropriately. The study states that women highlighted one personal issue that is related to their household responsibilities that sometimes confine them to avoid leadership. If University takes child caring services their participation would be increased. Though socio cultural and organizational factors influence women participation in managerial positions but their presence in large number shows that they are willing to work, if gender biasness is eliminated and equal opportunities are provided, they would like to participate in managerial positions. Gender balance in staff is also important factor. The greater number of female faculty members waitingfor the opportunity and they can take lead roles.

Keywords: Managerial positions, women, Barrier, universities,

Introduction

Globally, the world has recognized women as the largest segment of the society. Despite that gender imbalances prevail in every society quiet persistently. The international efforts such as the Charter of United Nations 1945 was an important step taken to ensure gender equality and have contributed a lot to bring improvements through commemoration of International Women Day to highlight women participation and achievements pointing out their capacities(Henry, 2005).

CEDAW, MDGs and SDGs are also a way forward to accelerate gender balance among societies through their agendas of gender equality, women representation, women access to resources and also women's decision-making roles. But still women lag behind men around the globe in different regions of the world and particularly in developing countries as well as in countries where culture is dominant(Weiss, 2012).

Pakistan, being a multi-cultural country is also among the countries where women are deprived of their rights due to social un-acceptance. Women in Pakistan are in larger populations than men and the figures show that they make approximately more than half of the overall population and play a vital role in domestic chores, child care etc. The situation of women oppression gets even worse when it comes to rural and tribal areas such as Balochistan(Memon,M, 2003).

Balochistan is the largest province of Pakistan where cultural and religion has greater influence on its residents not only in its rural but also in urban settings. Therefore, women representation on prominent authoritarian and decision-making positions is like a day dream. Even the sectors like education sector that is considered well suited for women, unveils the subordinate position of women despite their significant number(shepherd, 2017).

In order to bring rapid development both men and women should contribute fully. This is possible when men and women participate fully and equally and also by provision of equal opportunities for women to take lead. The contribution of women to transform a pre-literate society into a literate one is significant as education is the only way to bring sustainable development but it is seen the very few women in universities are in managerial positions. Despite being in larger numbers, very few are in decision making positions(Khalid, 2011).

The study conducted by UNESCO on women in higher education management reveals the fact that females are less in number in comparative relation to men due to different obstacles including domestic engagements, lack of confidence and social norms that hinders women representation in managerial positions. According to the survey conducted in 2000, the results show that only 22.6% women were employed on top management level is still considered as a male dominant sector(batool, sajid, & shaheen, 2013)

The national and provincial government has taken initiatives to bring gender equality by ratifying different international instruments such as UDHR 1948,

Convention against discrimination in Education 1960, the 4th World conference on women in Beijing 1995 and CEDAW 1979 but still the results are not satisfactory (Batool, Sajid, & Shaheen, 2013).

Literature Review.

Societal and cultural factors.

Societies usually associate leadership and management with men and consider it a masculine domain. It is a common perception that men should lead and women should follow as they are on subordinate positions especially in countries with cultural domination such as

In Pakistan and other Asian countries also in some European, and African countries the same perception prevails (Grant, 2005).

Previously it was widely considered that people with good management and leadership skills are usually born with management and leadership qualities. However, the recent consideration on the concept states that these characteristics can be learned and can be taught to others to build these qualities in them and to improve their inherent qualities of leadership.

According to De La Ray, (2006) the qualities of leadership include different skills such as one's level of confidence, decision making power, problem solving skills, knowledge and awareness on the subject matter, tendency to take initiatives and to own responsibilities. Though these qualities can be learned but in a man dominated society, leadership by men is considered to be more appropriate.

The appointment and enrollment at the managerial level and promotion process are informed by images of successful managers. Stereotypically this image is masculine. The successful manager and organization have same characteristics like, competitiveness, strength and aggressiveness. The expectation theory of Berger, Conner, & Hamitfisek, (1974) describes as the confident characters assigned to men and the women kept in the chance during hiring managers. Characters, like authority and competence are typically suggested to higher status gender because due to cultural and stereotypical norms which are associating men and women. There is a connection of gender and managerial positions. Basically, the hope of employers is to take opportunity which is based on gender, status or shape which is the right of enrolled employers to take a greater and valuable responsibilities (Correll & Ridgeway, 2008). Till recently such stereotyping constituting and documented a big barrier in the way of women in managerial

positions in various organizations including academia and all public sectors(Luhe, 2014).

The most alarming situation is that from 40 years later gender stereotyping remains a significant issue. The majority of people do not aware about such gender stereotyping biases factors and involve their selves un initially and prejudicing these acts which make their presence in our evolution(Bombuwela & De Awais, 2013). such gender biased acts create inequality in man and women competence and the people are expecting results equally. The stereotyping rolls favoring the man and the man have great experience information because of their regularity and experience. These gender biasness and stereotyping roles consider women are less capable for such higher positions(Bombuwela & De Awais, 2013).

Organizational factors

Pakistan is a man dominated and traditional society, where the man has the right to take the decision about his family women's. like education, profession and marriage etc. since centuries women were limited to home and assigned her only domestic work or un paid work. During the last two decades women were also considered for higher education and paid work force. If a women get opportunity to her desired organization some other discrimination took place. While women in Pakistan worked in gendered academic institutions for long but due to advanced and professional education and population expansion covered their way in educational institution. The universities were masculine in nature and women are under- represented. Furthermore, the treaties of academic meritocracy may be masculine and masculine practices are producing, as the typical carrier path as structured in academia according to male perception of success. which include research activity, submit to the research assessment exercise and stay at work more than duty time, teaching, writing papers. A work ethic in long hours, conducting research were the norms of 'male' in university(Brink & Lansen , 2013).

Personal factors

the context of personal barrier there are two main points of view on less representation in managerial positions in academia. Firstly, to do the scholarly work women don not have interest or time. Secondly discrimination, man do not want to share power but it is not enough there are some other challenges in work with both sides on social and personal level(Bombuwela & De

Awais, 2013). Women face different type gaps or challenges in their academic responsibilities house hold duties and family situations. Several women believe that they have unequal responsibilities then their male colleagues because they face triple role burden stay long hours in academic responsibilities, child and elder care, house work(Bombuwela & De Awais, 2013).Being waives or mother some women sacrifice their Carrere. Some women requested for short time duties or take maternity leaves for care taking of their children which becomes a barrier in their promotion. The parental responsibilities and parental leaves are more likely to affect the carrier of women(Acker & Armenti, 2004).

Methodology

The present study was conducted in two higher educational institutes of Quetta district” the university of Balochistan, Quetta (UOB) and Balochistan university of information Technology, Engineering, and Management Sciences, Quetta (BUIITEMS).the descriptive survey design and both qualitatively and quantitively technique was applied as research method in this research study.

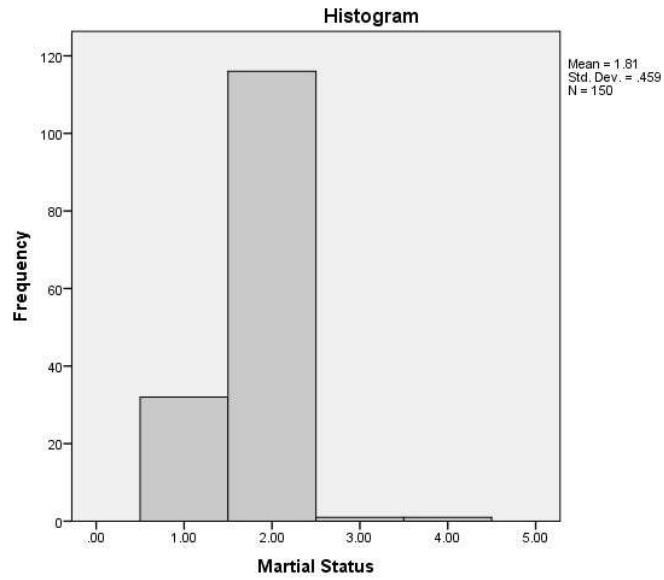
The target group of this research was obviously the women teachers of higher educational institution. Teachers with different designations were included such as full professors, assistant professors, assistant professors and lecturers. For the said research study 150 respondents were chosen as sample through multistage method of sampling. Therefore, specific quota was given to different designated teachers according to the number of women teachers in different departments of institutions. In this regard the given quota of respondents for each university.

University of Balochistan, Quetta (UOB) respondents. Quota of 80 respondents Balochistan university of information Technology, Engineering, Quota of 70 respondentsand Management Sciences, Quetta (BUIITEMS),

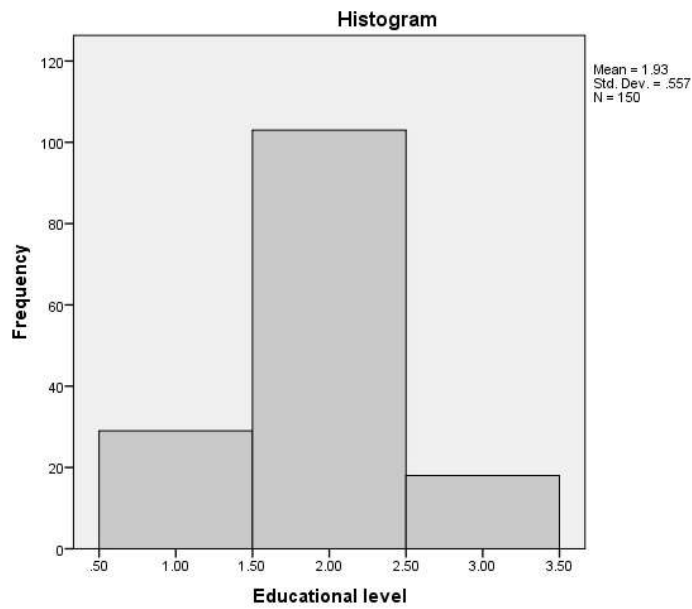
In the second phase, for the selection of respondents systematic and simple random sampling method was adopted and 150 respondents were selected. The data was collected through a structured questionnaire which consist on close ended questions. The collected data was analyzed by software namely statical package for the social sciences (SPSS). Analyzed data also contain the frequency and percentage of the collected data.

Results and discussions

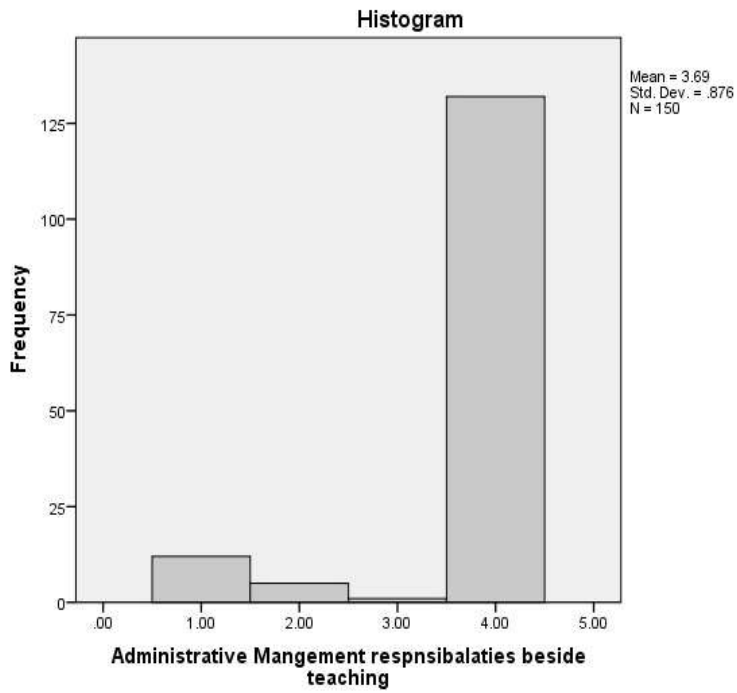
Series 1



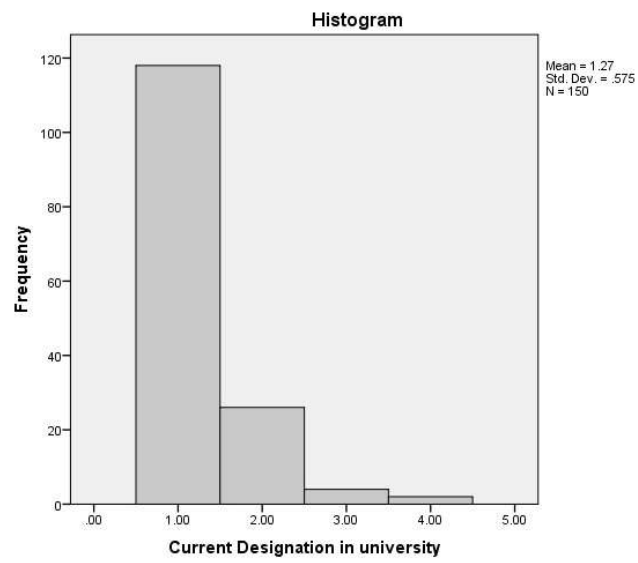
Series 2



Series 3



Series 4



Series 1 shows that the large number of respondents 74.8% was married and a substantial number of respondents were single making 20.6% of the overall respondents. Only .6% respondents were divorced and .6% respondents were widowed.

The series 2 is about to educational level of respondents that represents 66.5% of the respondents are M.Phil. degree holders. 11.6 % were PHDs and just 18% respondents were Master degree holder.

Series 3 is related to administrative responsibilities of respondents that shows that 85.2% of the respondents were not assigned any leadership or managerial role. 7.7% respondents were working as HOD, 3.2% were working as Dean and .6%were performing their administrative duties as directors.

Series 4 is about the current designation of the respondents that shows that 76.1% of the respondents were designated as lecturers. 16.8% of them were working as Assistant Professors. 2.6% of respondents were designated as Associate Professors and only 1.3% of the respondents were designated as Professors.

TABLE NO1: FREQUENCY DESCRIPTION OF RESPONDENTS AS PER THE ANSWERS CONCERNING ORGANIZATIONAL FACTORS AFFECTING FEMALE PARTICIPATION IN MANAGERIAL OR LEADERSHIP POSITINS IN UNIVERSITIES.

Statements explaining Organizational factors	SD		D		U		A		SA		Total	
	1		2		3		4		5			
	Fr eq.	%	Fr eq.	%	Fr eq.	%	Fr eq.	%	Fr eq.	%	Fr eq.	%
Job recruitment & hiring exercise does not appeal females for leadership positions	10	6.5	35	22.6	5	3.2	65	41.9	35	22.6	150	100
Responsibilities assigned by management of universities do not inspire female teachers to join leadership	28	18.1	38	24.5	12	7.7	47	30.3	25	16.1	150	100

positions.													
Gender bias is involved while selecting university leaders	4	2.6	11	7.1	5	3.2	85	54.8	45	29.0	150	100	
Female faculty is limited to teaching due to their inappropriate leadership style.	35	22.6	65	41.9	7	4.5	28	18.1	15	9.7	150	100	
Women's inclusion in leadership domains of university is affected by male dominant culture.	8	5.2	13	8.4	7	4.5	73	47.1	49	31.6	150	100	
Women leadership is restricted due to unacknowledged glass ceilings.	13	8.4	15	9.7	9	5.8	84	54.2	29	18.7	150	100	
Gender inequality persists among male and female faculty despite of same work, qualification and experience level.	5	3.2	13	8.4	7	4.5	85	54.8	40	25.8	150	100	
Female faculty fails the competition for leadership because of male monopoly.	5	3.2	20	12.9	8	5.2	75	48.4	42	27.1	150	100	

the outcomes of the item 1 in Table 1 shows that 41.9% respondents agreed that job recruitment & hiring does not appeal women faculty members for the leadership position in higher educational institutes of district Quetta. This

shows that the large segment of the female faculty is not attracted by the job hiring and recruitment process. This could be an important reason for female's low participation in leadership positions.

Item 2 of the table 1 shows that 24% respondents disagreed and 18.1% strongly disagreed with the statement that responsibilities assigned by management of universities do not inspire women teachers to join leadership positions. This means that leadership responsibilities do inspire female faculty and if such roles are assigned to them their willing to accept the lead role will be a positive element.

Item 3 of the table 1 illustrates that a 54.8% majority of the respondents agreed and 29% strongly agreed with statement that gender bias is involved while selecting the candidate for university leadership or managerial positions. The result shows that gender bias and prejudice is involved while selecting female faculty for leadership positions and that is the reason behind low representation of women in leadership or managerial positions in universities.

Item 4 of the table 1 shows that 41.9% respondents disagreed and 22.6 % strongly disagreed the statement that Female faculty is limited to teaching due to their inappropriate leadership style. The results show that women also carry the leadership skills and if assigned such responsibilities they can better handle their responsibilities.

Item 5 of the table 1 illustrates that 47.1% respondents agreed and 31 .6% strongly agreed that women inclusion in leadership is affected by man dominant culture in universities. The results show that male dominant culture hinders women participation and inclusion in leadership or managerial positions.

Item 6 of the table 1 illustrates that 54.2% respondents agree and 18.7% strongly agree that Women leadership is restricted due to unacknowledged glass ceilings. This shows that women's involvement in leadership is restricted due to unacknowledged glass ceiling.

Item 7 of the table 1 represents that 54.8% of the respondents agreed and 25.8% strongly agreed that Gender inequality persists among male and female faculty even among those with same experience, qualification and work expertise. This shows that despite having the same experience and level of education female faculty is not treated equally and also not considered for leadership positions.

Item 8 of the table 1 shows that 48.4% respondents agreed and 27.1 strongly agreed the statement that Female faculty fails the competition for leadership because of male monopoly. The results show that female faculty agreed the statement about male monopoly as a reason restricting female representation in leadership however some unacknowledged glass ceiling of lack of proper backing and social networking are also the reason that hinder their involvement in managerial positions.

TABLE NO2:FREQUENCY DESCRIPTION OF RESPONDENTS AS PER THE ANSWER CONCERNING PERSONAL FACTORS AFFECTING FEMALE TEACHER'S PARTICIPATION IN UNIVERSITY LEADERSHIP.

Statements explaining Personal factors	SD		D		U		A		SA		Total	
	1		2		3		4		5			
	Fr eq.	%	Fr eq.	%	Fr eq.	%	Fr eq.	%	Fr eq.	%		
Women faculty is not interested to participate in leadership position	42	27.1	75	48.4	8	5.2	20	12.9	5	3.2	150	100
Female faculty avoids leadership roles because of lack of confidence	38	24.5	81	52.3	7	4.5	17	11.0	7	4.5	150	100
Females have lack of ability to implement university rules & regulations effectively.	35	22.8	63	40.6	9	5.8	33	21.3	10	6.5	150	100
Females are restricted to achieve managerial or leadership positions due to domestic responsibilities.	12	7.7	18	11.6	6	3.9	74	47.7	40	25.8	150	100
Females avoid to avail any leadership position due to gender biased/patriarchal social & cultural trends.	18	11.6	41	26.5	8	5.2	65	41.9	18	11.6	150	100
Women's lack of experience and Low academic qualification hinders them to avail leadership position.	23	14.8	69	44.5	7	4.5	31	20.0	20	12.9	150	100
Women are effective mobilizers and have the potential to	8	5.2	18	11.6	6	3.9	78	50.3	40	25.8	150	100

motivate people.													
Women's involvement in leadership domains is affected by lack of social networking	3	1.9	10	6.5	5	3.2	90	58.1	42	27.1	150	100	
Females lack the ability to guide their subordinate staff seeking professional/administrative help.	32	20.6	68	43.9	9	5.8	33	21.3	8	5.2	150	100	

Item 1 of the table 2 shows that 48.4% respondents disagreed and 27.1 strongly disagreed with the statement that women faculty is not interested to be involved in leadership position. This states that females are very much interested to participate in managerial positions.

Item 2 of the table 2 presents that 52.3% of the respondents disagreed and 24.5 strongly disagree with the statement that Female faculty avoids leadership roles because of lack of confidence. This shows that women have the confidence to work on leadership positions.

Item 3 of the table 2 shows that 40.6% respondents disagreed and 22.8 strongly with the statement that Females have lack of ability to effectively implement university rules & regulations. This results states that women have the tendency to implement the university rules and regulations effectively.

Item 4 of the table 2 illustrates that 47.7% respondents agreed and 25.8 those women are restricted to achieve leadership or managerial positions due to domestic responsibilities. This shows that women involvement in leadership is also affected by their domestic responsibilities and preferences.

Item 5 of the table 2 shows that 41.5% respondents agreed and 11.6 % strongly agreed that due to gender biased/patriarchal cultural and social stigmas women avoid to avail leadership position. This shows that gender biasness and patriarchy place a strong role to restrict women participation in leadership positions.

Item 6 of the table 2 illustrates that 44.5% respondents disagree and 14.8% strongly disagree that Women's lack of experience and Low academic qualification hinders women to get leadership position. This means that

women are very much experienced and have the required level of education to work on leadership or managerial positions.

Item 7 of the table 2 shows that 50.3% respondents agree and 25.8% strongly agree to the statement that Women are effective mobilizers and have the potential to motivate people. The result means that women are considered to be more effective mobilizers and possess the potential to motivate people.

Item 8 of the table 2 presents that 58.1% respondents agreed and 27.1 strongly agreed with statement that Women’s involvement in leadership domains is affected because of lack of social networking. This means that poor social networking influences the female’s involvement in leadership domains.

Item 9 of the table 2 illustrates that 43.9% respondents disagree and 20.6% strongly disagree with the statement that Females have lack of ability to guide their subordinate staff seeking professional/administrative help. The Result shows that women have the ability to guide their subordinates and students whenever they need help as they are already said to be potential motivators and effective mobilizers as well

TABLE NO 3: FREQUENCY DESCRIPTION OF THE RESPONDENTS AS PER THE ANSWERS CONCERNING THE STRATEGIES & POLICIES NEEDED TO INCREASE FEMALE TEACHER’S PARTICIPATION IN UNIVERSITY LEADERSHIP.

Statements Explaining Policies needed to increase women teacher’s participation in leadership	SD		D		U		A		SA		Total	
	1		2		3		4		5			
	Fre q.	%	Fr eq	%	Fr eq.	%	Fr eq.	%	Fr eq.	%	Fre q.	%
Elimination of biased stereotypes	0	0	0	0	2	1.3	76	49.0	72	46.5	150	100
Capacity building training for female faculty members on leadership, decision making and management skills	0	0	0	0	0	0	69	52.3	81	44.5	150	100
Establishment of strong professional and social networking between male & female faculty.	0	0	0	0	0	0	82	52.9	68	43.9	150	100

Elimination of cultural barriers to motivate female faculty to participate in leadership positions.	0	0	0	0	0	0	80	51.6	70	45.2	150	100
Provision of scholarships to female faculty members to Increase their educational qualification.	0	0	0	0	0	0	80	51.6	70	45.2	150	100
Provision of equal opportunities to male & female faculty members.	0	0	0	0	0	0	74	49.0	76	47.6	150	100
Promotion of behavior/attitude change in society.	0	0	0	0	0	0	88	56.8	62	40.0	150	100
Establishment of Improved Gender sensitive recruitment criteria.	0	0	0	0	0	0	62	56.8	88	40.0	150	100

Item 1 of the table 3 shows that 49.9% respondents agreed and 46.5 strongly agreed with the statement that Elimination of biased stereotypes would help increase number of women in leadership. The outcome of the item clearly indicates that the biased stereotypes associated with women should be eliminated to establish a positive environment for women to take lead role.

Item 2 of the table 3 illustrates that 49.0% respondents agreed and 44.5% strongly agreed with the statement that Capacity building training for female faculty members on leadership, decision making and management skills would be a good step towards women involvement in leadership roles and positions. This indicates that the capacity building element would give rise to women participation in managerial positions.

Item 3 of the table 3 shows that 52.3% respondents agreed and 44.5% strongly agreed with the statement on Establishment of strong professional and social networking among female and male faculty members because the professional interaction and networking would help females in leadership because being leaders they would have to interact with male and female faculty members so this element is considered very essential to increase

women involvement in leadership positions. This shows the authenticity of the statement.

Item 4 of the table 3 shows that 52.9% respondents agreed and 43.9% strongly agreed with the statement on Elimination of cultural barriers to motivate female faculty to participate in leadership positions. The results clearly indicates that to increase women participation in leadership positions, university must ensure the elimination of cultural barriers to motivate women for leadership roles and responsibilities.

Item 5 of the table 3 shows that 51.6% respondents agreed and 45.2% strongly agreed with the statement on Provision of scholarships to female faculty members to Increase their educational qualification. With the results of the statement, it is crystal clear that provision of scholarship to female faculty members is the factor considered to be very essential to bring women in leadership because the more education level they have the greater the chance to be promoted to high rank designation which is a pre-requisite for being in leadership as per HEC policy.

Item 6 of the table 3 represents that 49.0% respondents agreed and 47.6% strongly agreed the statement on provision of equal opportunities to men and women teachers. This highlights that for women to come forward in leadership roles equal opportunities should be ensured for both.

Item 7 of the table 3 illustrates that 56.8% respondents agreed and 40% strongly agreed with the statement on Promotion of behavior/attitude change in society. The analysis shows that to involve women in leadership domains, we need to work on attitude change among society to increase women acceptance in leadership and managerial roles.

Item 8 of the table 3 shows 56.8% respondents agreed and 40.0% respondents strongly agreed the statement on Establishment of Improved Gender sensitive recruitment criteria. Gender sensitive recruitment criteria would encourage females to come forward in university leadership.

Conclusions and Recommendations

Conclusion

The Present research study brought in light the major problematic areas focusing women managerial positions in higher educational institutes in district Quetta. The research findings highlight that most of the female faculty members face different issues to achieve managerial positions in Universities.

Most of the issues were associated with organizational policies and factors that confine women participation. However, some personal and cultural factors have also been identified that restrict women involvement in leadership or managerial positions.

Study leads to following conclusions;

1. Majority of respondents either married or single perform their respective duties being a teacher, however their family related responsibilities which is directed as personal issues may have a certain level of influence on their decision to take lead in leadership or managerial domains of the university.
2. Research study shows that 66.5% of the respondents are M.Phil. Degree holders and 11.6% were PHDs but still their representation is very low in leadership positions. This shows that despite having the required level of education, females are not involved in university leadership or managerial positions. However, education opportunities provided to females would be step towards women involvement in leadership.
3. Based on study findings, 27.7% respondents have 5-10 years of work experience and 27.7% respondents have 11-20 years of work experience and 9.7 respondents have more than 20years of work experience but their representation in leadership or key positions is very limited. This actually shows that besides required level of education and experience they are discriminated.
4. Based on study findings 85.2% respondents were not assigned any managerial role or position in universities. This indicates that even qualified and experienced faculty members were not in leadership position. This shows that male members are given preference in universities leadership.
5. The study highlights that 16.8% respondents were designated as Assistant Professors and 1.3% were designated as Professors. They fulfill the criteria of HEC policy to be assigned the responsibilities of HOD or Dean but their low level of representation in leadership highlights the issue of women being confined by different unacknowledged biases.
6. Study findings indicate that hiring and recruitment process of university does not attract female faculty members for the leadership/administrative position. This could be an important reason for female's low participation in leadership positions.

7. Female faculty wants to join the managerial or leadership position and if assigned the responsibility would better perform their duties in this regard. However, gender bias is involved in selecting leaders. Usually, men are given preference to work on leadership positions.
8. Based on study findings female faculty bears the ability to have administrative responsibilities however gender prejudice, unacknowledged glass ceiling and male dominant culture confines their representation in universities key positions.
9. The major reason behind low level of representation in university leadership is gender inequality that persists among male and female faculty members even despite of having same work, qualified and experienced women are not involved in leadership or managerial positions.
10. Study also highlights the female faculty's opinion that females do not fail the competition for leadership because of male monopoly, however some unacknowledged glass ceiling or lack of proper backing and social networking are the reasons that hinder their involvement in managerial positions.
11. Study also illustrates that female faculty is not only interested to participate in leadership but also, they have the confidence to work on such positions with ability to implement university rules and regulation effectively. Provision of proper trainings would also polish their skills and abilities to perform as better leaders.
12. Study indicates the most major personal reason that influence women's decision regarding leadership responsibilities is the domestic pressure. The priority is given domestic chores when it comes to prioritize between domestic responsibilities and university leadership. Patriarchal culture and biased gender roles also limited women representation in leadership positions.
13. Study shows that women possess the required level of education and experience to work as HOD or Deans but on the contrary their lack of representation on these positions is an overwhelming issue which is the production of a man dominant culture in universities.
14. Women have the effective mobilization skills and are considered to have the potential to motivate their subordinates and students. However, the

lack of social networking and proper backing, which is a most important factor that influences women participation in leadership positions.

Recommendations

To address the identified issues in the current study and also to increase women's involvement in leadership or managerial positions in higher educational institutions the below mentioned recommendations are considered to be helpful.

- Equal opportunity must be given to both male and female faculty members for participation in leadership positions based on their level of education, experience and also according to the number of their physical presence. They should not be limited to only teaching responsibilities.
- Capacity building trainings and workshop must be organized to build the capacities of female faculty members for leadership positions. They should be engaged practically in different decision-making process of their respective departments, boost their level of confidence and also to enhance their level of understanding of university policies and procedures.
- Gender sensitive programs must be introduced in university to remove the biased gender stereotypes and to promote more gender sensitive environment. Change in attitude and behavior is very much essential to motivate women to come forward for leadership or managerial roles. The change in behavior would be more likely observed if we adopt a gender sensitive socialization process at homes with no discrimination toward a male child and a female child.
- Equal scholarship opportunities must be offered to female faculty members to polish their knowledge and managerial skills to better perform their administrative role in university.
- Transparency must be ensured in matter related to promotion and delegation of leadership responsibilities. This will help to bring women in lead role, taking better initiatives to bring gender equality which is also the goal to be achieved through SDGs.
- Male domination and controlling culture should be discouraged because this effects the social and psychological development to female faculty

members and also seriously influence their decision to take lead roles in universities.

- Domestic responsibilities and priorities are also considered to be very crucial for participation in leadership. Having domestic pressures such as child care and household activities limit their involvement in university leadership. To address this issue child care centers must be established to offer child care services with reasonable cost. Family support in this regard would be very much important and encouraging.
- University should make arrangements and policies to train the new appointed teachers and engage them to encourage their fellow colleagues. This will not only establish a strong social network but also would allow them to exchange their ideas and experiences and to prove themselves as good mentors or role models for others.
- Inter departmental visits and establishment of networks should be promoted to eliminate the unseen bias and prejudice associated with the female's capacities and also to bring behavioral change among all faculty members concerning the women participation and role in leadership.

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