

**SOCIAL AND ORGANIZATIONAL BARRIERS  
FACED BY FEMALES IN ACADEMIA**



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Submitted in partial fulfillment of the requirement for the MS degree in Sociology at  
the Faculty of Social Sciences, International Islamic University, Islamabad

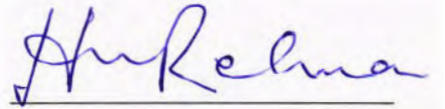
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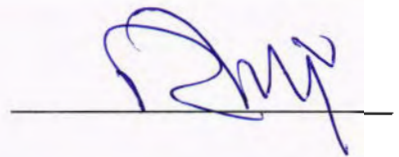
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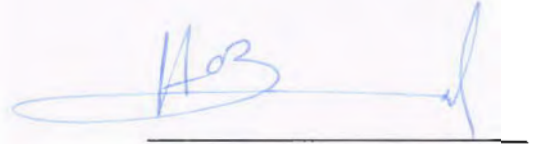
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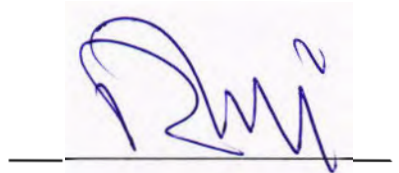
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***Dedication***

***“I would like to dedicate my thesis to my loving  
parents, friends (Irum Safdar & Sara Naeem) my sister  
Tahira Usman and my brother in law Shahid  
Mehboob”***

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## **Abstract**

The aim of the study was to examine the social and organizational barriers; that are confronted by female teachers in universities of Islamabad. The main purpose was to explore those barriers and to dig out the variation in the kind of barriers they are being faced in the universities. The study also aimed at finding the reasons why females reach less at top positions. Mix method approach was applied for collecting and analyzing the data. Two universities were selected based on convenient sampling technique. Data was collected through 107 questionnaires and 14 In-depth interviews which were divided as 3 Professors, 3 Associate professors, 4 Assistant Professors and 4 lecturers. Glass ceiling theory and Liberal Feminist concept of women underrepresentation were applied in this research study. Findings of the study show that female academics face barriers at societal level for a number of activities e.g. international level experiences and higher level education, Socialization and different types of stereotypes also affect their positions. And within organization discriminatory appointment and promotion practices, networking, inappropriate day care facility, glass ceiling masculine hegemony, favoritism, and grouping create hindrance for their promotion. Research papers being mandatory for the promotions; for this they have to face multiple challenges for it. Consequently, females experience challenging situations which negatively influence their ambitions of promotions in careers, irrespective of their high qualification, skills and confidence. The recommendation has been made based on research that in order to facilitate academic females the organization should provide maximum facilities for females to manage the dual role and work.

# CHAPTER ONE

## 1. INTRODUCTION

Working females face numerous challenges and problems both at workplace and home (Martin, 2000). Females are considered as inferior of the species in patriarchic societies. Due to this women's have limited access to both utilitarian and honored roles open only to males (Hora, 2014). In all over the world working females face numerous types of discriminatory practices at their job place. According to the Beckerman paradigm discrimination is because of the discriminatory tastes of managers, clients or colleagues (Jellal, Nordman, & Wolff, 2005). In the International Labor Organization Action Guide discrimination at work is defined as a difference in work-related opportunity or treatment for which there is no objective or legitimate justification. These gender discriminations negatively affect women's incomes and their opportunities in career developments (Haspels & Majurin, 2008). Studies have shown that discrimination practices such as gender pay gaps, sexual harassment, occupational gender segregation, discrimination in hiring and promoting and stereotyping happened worldwide (Othman & Othman, 2015). It is reported that employment discrimination will not disappear even if men and women possess the same factors such as the education level and experiences (Haspels & Majurin, 2008).

Women face two types of structural issues; some are found in corporate settings and others are found in society generally. Society level issues are those forces which are deeply rooted in public culture and policy. Contributing factors to the in-adequate career advancement for women include some aspects of social programs and policy, limited

human capital and the societal expectation of female participation in service industries such as health services, social and community services and education (Eagly & Sczesny, 2009). According to Liberal feminist gender discrimination is attributed to several factors includes culture and the way women and men are socialized within that culture. The other factors are closely related to the attitudes of the individual. These all can be changed through education and empowerment. They are in favor for gradual reforms through advocacy for equal rights for all, and polices and laws that encourage equality (Samkange, 2015). Organizational barriers refer to the organizational-level factors that affect the differential promotion and hiring of women and men. Whereas these barriers vary significantly from organization to organization, they can create a huge road block preventing women from advancement to top management (Baker, 2003).

The Pakistani females have always experienced inferior position than males; many religious cultural and societal factors have reduced the number of females entering the job market. Pakistani females have suffered a great deal of needless limitations due to the misreading of Islam. Females are socialized to believe they should remain within their homes and avoid any communication with males they are not related to. These misunderstandings still exist in the society, and females' especially professional females have to face a lot of obstacles. Much has changed in the last years. But even in urban areas when a female travel to work she must be ready for gazes from strangers and discourteous comments. However, the arrival of females entering the job market has taken a certain level of change in public attitudes. And promoted acceptance of female's professional potential; many administrators favor females for certain jobs. Since they are thought of as and expected to be submissive and obedient (Hussain, 2009).

A study by Othman & Othman (2015) has recommended that to achieve economic and business progress it is necessary to empower females and providing them with equal opportunities and rights for fulfilling their potential. Thus, it is necessary for the country to provide gender equivalence of opportunities and participation for female employees in order to fully utilize the skills and the talents of these working females. Gender gaps need to be closed or at least to be reduced to achieve gender equivalence.

The present study was conducted to highlight the social and cultural barriers which prevent females to get the higher positions in academia in the locale of Islamabad. Simple liberal feminist and glass ceiling are applicable paradigm related to the topic of research regarding "Social and Organizational barriers faced by females in Academia". As liberal feminists are concerned with equal rights and freedom of the individual they have moderate aims and they are in favor of such types of reforms that have to be gradually introduced without upsetting the status quo through education and empowerment.

From the liberal feminist perspective, the study has explored the variation in the kinds of social and cultural barriers which academic females are facing for the top position in their ways. Whereas glass ceiling theory has been applied to explain barriers encountered by females for reaches the top positions in academia.

### **1.1 Objectives**

1. To explore the causes of limited visibility of females in senior positions.
2. To identify the social factors that influence females' position in academia.

- 2.1 To explore how the attitude of spouse constitute a barrier for females.
3. To identify the organizational level factors that contributes to limit representation of females in academia.
- 3.1 To investigate whether discriminatory appointments and promotion practices lead towards unequal opportunities for females in academia.
- 3.2 To identify whether the role of organizational networks lead to limited representation of females in top position in academia.

## **1.2 Research Questions**

- Does discriminatory appointments and promotion practices lead towards unequal opportunities for females in academia?
- Does the informal organizational network affect females' position in academia?
- Does glass ceiling affect the females' position in academia?
- How stereotyped notions about females constitute barrier for females in academia?
- How attitude of spouse constitute barrier for females in academia?

## **1.3 Statement of the Problem**

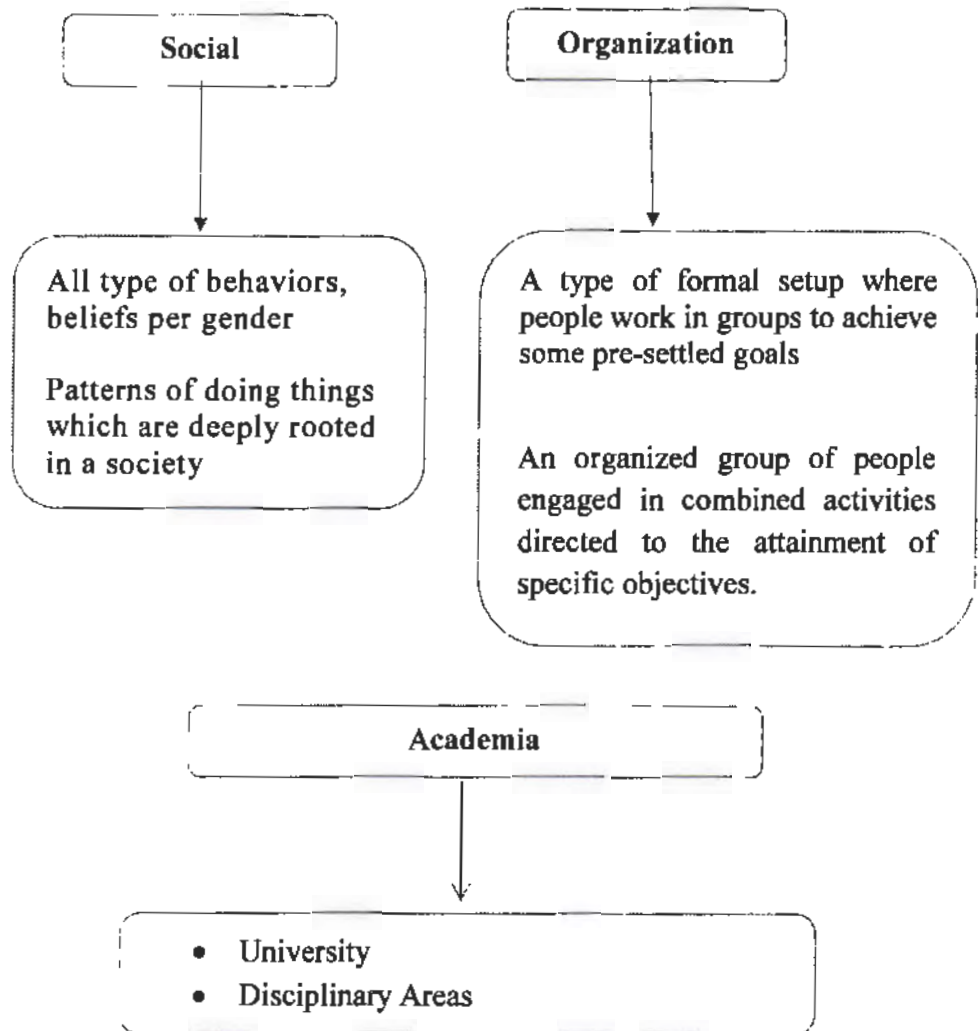
Females encounter many social & cultural barriers during their progress especially for securing positions in academia. These barriers include a variety of reasons. In this

research, those workplace barriers have been examined that restrict the advancement opportunities for a vast majority of employed females and consequently they can't encounter the glass ceiling. This research has also analyzed that how social structures create and recreate the gender and class inequality by limiting the advancement of females in academia. This study has investigated factors that affect females position in academia and has identified possible strategies that may be used for enhancement of women's participation.

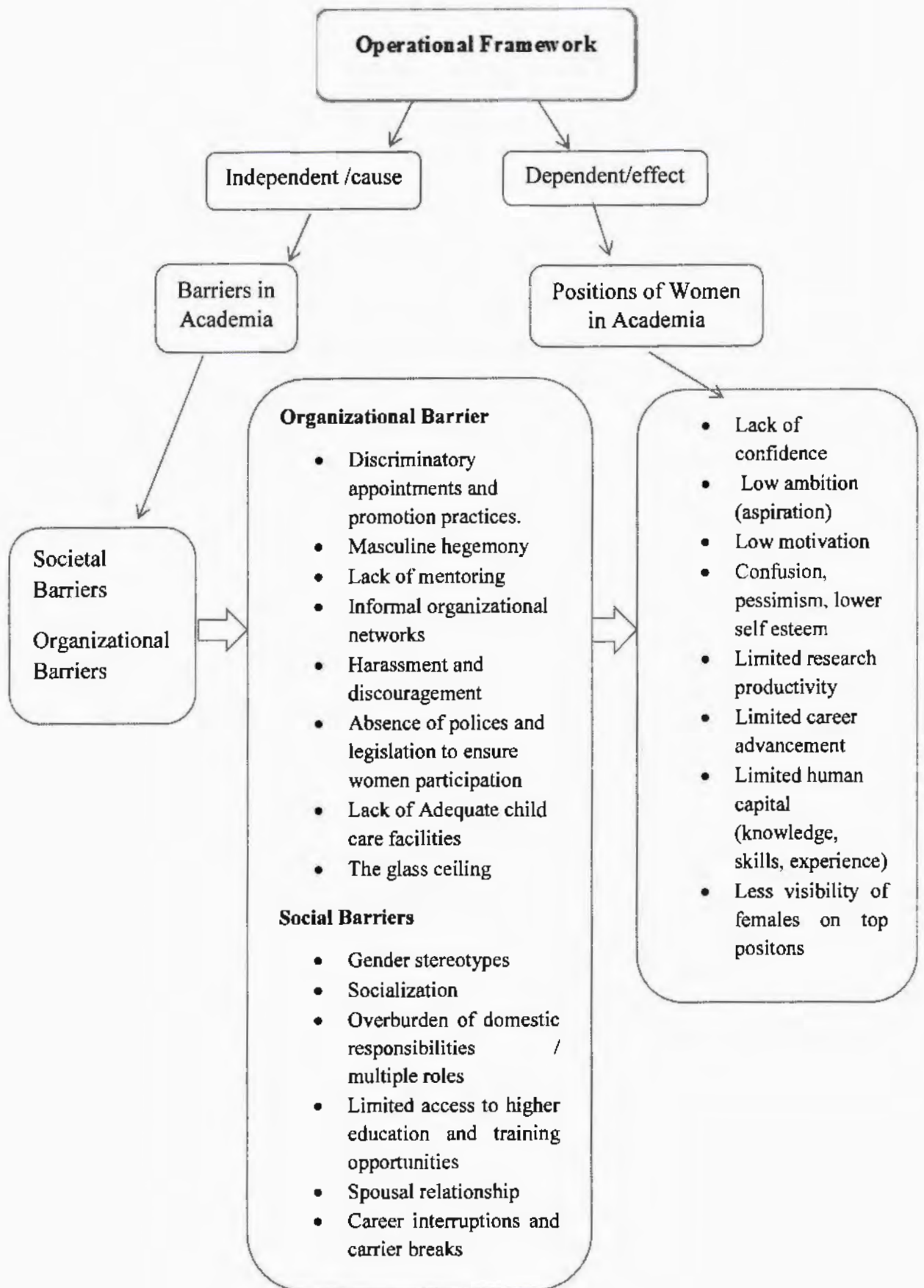
#### **1.4 Significance of the Study**

As far as Pakistani women real academic career is concerned, very less information is available in this regard. There is hardly any useful data available influencing the women's career building. This study aimed to collect the data to assess the real women representation in the academic fields besides knowing the factors restricting women effective participation. The recommendations of the study will explore new strategies for framing and enforcement of fresh positive applied polices that would lead to progressive women participation in universities. This will surely provide the scholars and policy makers a platform to formulate more effective management programs and policies for ensuring equal opportunities to men and women in academia. The findings of this study will be beneficial for the women engaged for imparting & pursuing higher education through identifying the barriers and problems to which they are exposed or might be exposed in senior positions and suggesting methods to resolve them.

## 1.5 Conceptual Framework







## CHAPTER TWO

### 2. LITERATURE REVIEW

#### 2.1 Theoretical Framework

Liberal feminist and Glass ceiling theory is an appropriate paradigm related to the topic of research regarding "social and cultural barriers faced by females for top positions in academia"

##### *2.1.1 Feminism*

Feminism is a multifaceted beliefs that has enormous meanings and implication for people ethnic identities, spanning generations, nationality, sexual orientation, innumerable identities and social classes Pasque & Wimmer (e.d). Feminism deal with female lower position in society and with discrimination comes across by females because of their gender.

Histories of feminism talked about the strong feminist movements as a series of 'waves' classification. therefore late -nineteenth-century and early twentieth-century is used to classified as a period of 'first wave' feminist movements. Which were mainly concerned with the right of suffrage and with gaining equal rights for females (Abercombie & Wardel, 2001). During 1960's and 1990's is considered as a period of second wave. It spread-out in the background of the growing self-consciousness of a variety of disregarded groups all over the world and of the antiwar and civil right movements. The period form 1990's to present day is considered as third wave of

feminist movements. And it is informed by postmodern and postcolonial thinking Pasque& Wimmer (e.d).

Feminism has identified themselves as 'feminist' but differ in their philosophical viewpoints, and divided into many movements. The major four branches of the feminist movements are Marxist, Socialist, Radical and Liberal. (Feminism: Basic Principles, 2005).

Socialist feminist perspective notion is that female's job and their status in the society is immensely discriminated by their double responsibilities which is generally known as dual role in modern societies (worker and child- rarer). Those who hire them for jobs can discriminate by offering lower pays, on the other side at homes, their spouse can discriminate by their double responsibilities by getting non-paid services at home. Mostly females are economically dependent upon their male spouse. Which is the most important reason for female subordination to males. (Feminism: Basic Principles, 2005)

Marxist feminist perspective notion is that capitalist class relationships are the major reason of female discrimination, exploitation and oppression. Males are socialized at homes into exploitative relationships to work and to females. (Feminism: Basic Principles, 2005).

According to radical feminist masculine hegemony relationships are considered to have paved the ways for gender and capitalist forms of economic discrimination, gender disparities are institutionalized in society through marriage. It is them believe that of them it is impossible to accomplish gender equality through 'changing people attitudes' or by legal means. Males are enemy of females. Females can share a common interest in

freeing themselves from men's discrimination /domination as a sex class. Male's physical exploitation to females (for example males can discriminate female's incapacity through pregnancy) (Feminism: Basic Principles, 2005).

Liberal feminist perspective is different concerned with freedom and equal rights to every individual. According to them there are different factors involves in gender discrimination/disparities in which the different socialization patterns to both gender and culture is including. To overcome all type of disparities they suggested that all types of gender differences can be changed through education and empowerment. (Samkange, 2015).

### ***2.1.2 Glass Ceiling***

In mid 1980s glass ceiling term appeared. United nation has developed a federal commission of Glass Ceiling by 1991 with the secretary of labor, and declared this term as all those bogus barriers which are based on attitudinal and organizational favoritism that reside expert individuals for managerial level position into their organizations, these barriers mirror disparities of gender a deep line of difference between those who succeed or left behind. (Grout et al., 2001). United States suggest in the formal explanation of glass ceiling that the definition of glass ceiling must be differentiate that it shows a job discrimination that is not spoken by an individual's previous attainments or qualification.it mirrors labor market discrimination not just labor market disparity (Cotter, Vadia & Annema., 2001).

Morrison et al. (1987) define the glass ceiling term as a transparent barrier that kept away females from progressing into organizations. This concept can apply to

females as group who are kept away from advancing into corporations because of their gender. Evolutionary psychologist argues in different way. They think that difference in gender predispositions is actually responsible for the ceiling on female's positions and earning in higher level administration pyramid (Grout et al., 2007). In summer of 1991 two announcements has focused attention on glass ceiling on those women of business world widely to believe. The positive news was that the Carleton Fiorina has been selected as first female chief executive in a company named Fortune 500. her selection on that senior post was the sign of non-existence of glass ceiling in corporations. She also declared that females face no restrictions of any type. There is not any type of glass ceiling. On another side, an autonomous group of research name catalyst delivered a report on business women by highlighting presence of glass ceiling in the organization mainly for females of color. Their research highlighted that there is concrete glass ceiling for females of color not just glass ceiling. For career, oriented females these two type of events drawn very diverse conclusion (Cotter et al., 2001).

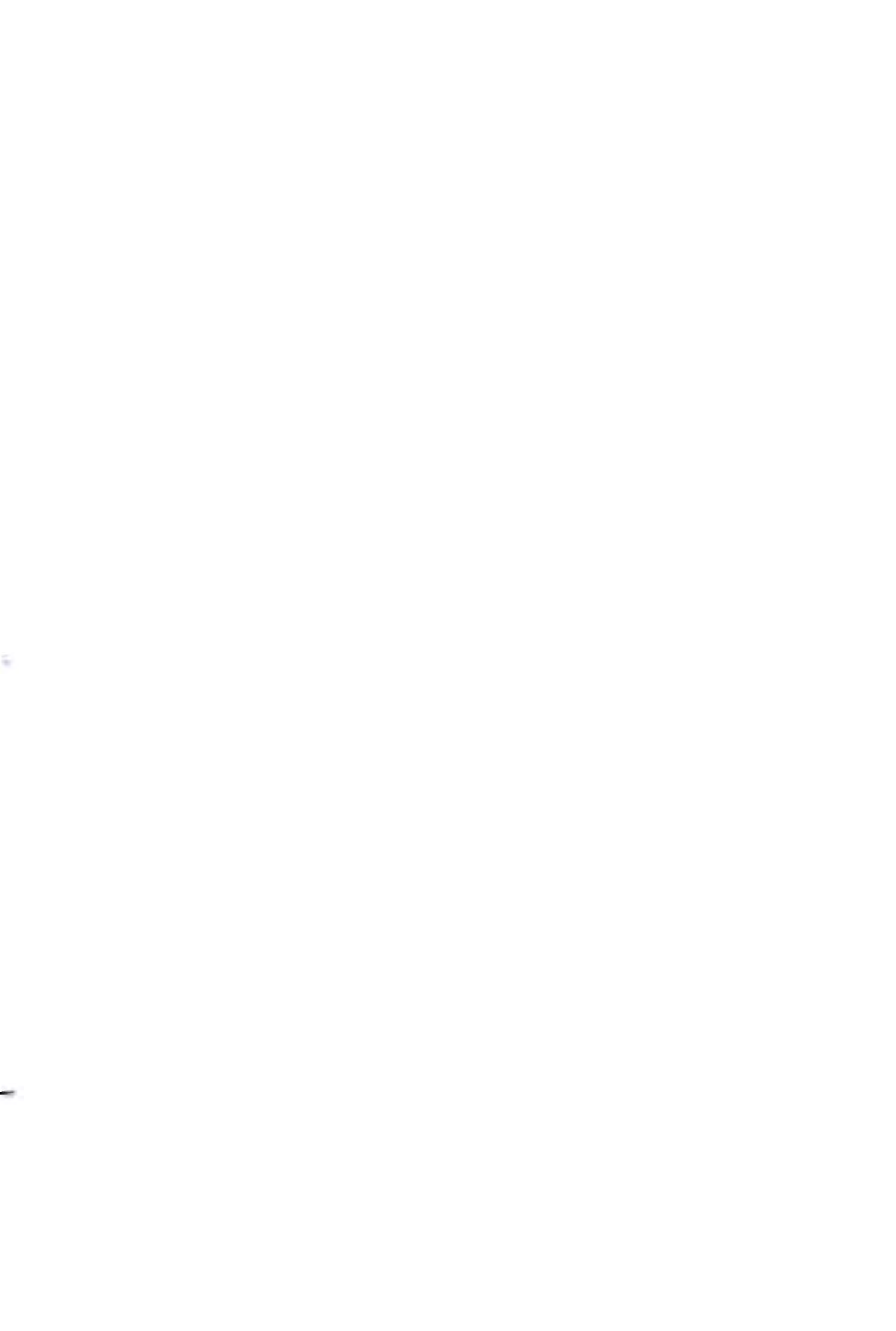
To define gender variances in promotion rate, by forecasting a glass ceiling in top level positions for females Lazer & Rosen (1990) were the first one to set up an economic model for that. Glass ceiling is not visible but work as a powerful barrier that can hinder females from promoting to administration level positions. They advised for females who want to get promotions in their organization they need to demonstrate higher abilities and skills/ capabilities then males.

Harlen & Berheide, (1994) in (Cotter et al., 2001) stated that the concept of glass ceiling term can apply to less-paid female employees, with very restricted job hierarchy. According to them female employees experience limited job advancement as observed by

less pay and fewer benefits etc. De la Rica, Dolado & Llorens (2005) had stated that female's jobs are mostly less likely to be promoted that's why they get less promotion. Due to females, have more appropriate outdoor opportunities than males with in the household (for domestic work and for child care) administrators are less likely to invest on female's training. Which raise the pay disparities between males and females? Therefore, to get promotions females must be more productive than males.

To rationalize the glass ceiling effect a study by Jellal et al., (2005) has introduced some vagueness on the women productivity in competitive labor market model. women's are mostly expected to have career interruptions because of birth event, to do care of their aged parents or to move with the partner when the latter get promoted into new location etc., they may choose to leave the job for this. This officially verify that this requires a risk premium in a salary determination in the competitive labor market model they predict a larger wage gap at the top of the distribution. An another study by cotter et al., (2001) stated that Glass ceiling is a particular kind of racial or gender disparity that can be categories from other kinds of disparities. This kind is most discriminatory and borders than other types of discriminatory practices. It essentially requires policy intervention as it is simply different from other inequalities. They find in their study that in incomes over the course of profession both American and African females face a glass ceiling, it's not related to job-related income that may slows a glass ceiling racial and gender disparities in power and in promotions are two types of outcomes that are often mentioned as indicating a glass ceiling.

The liberal feminist perspective and glass ceiling theories have been used in this research to strengthen the factor that women are remaining behind for the certain top

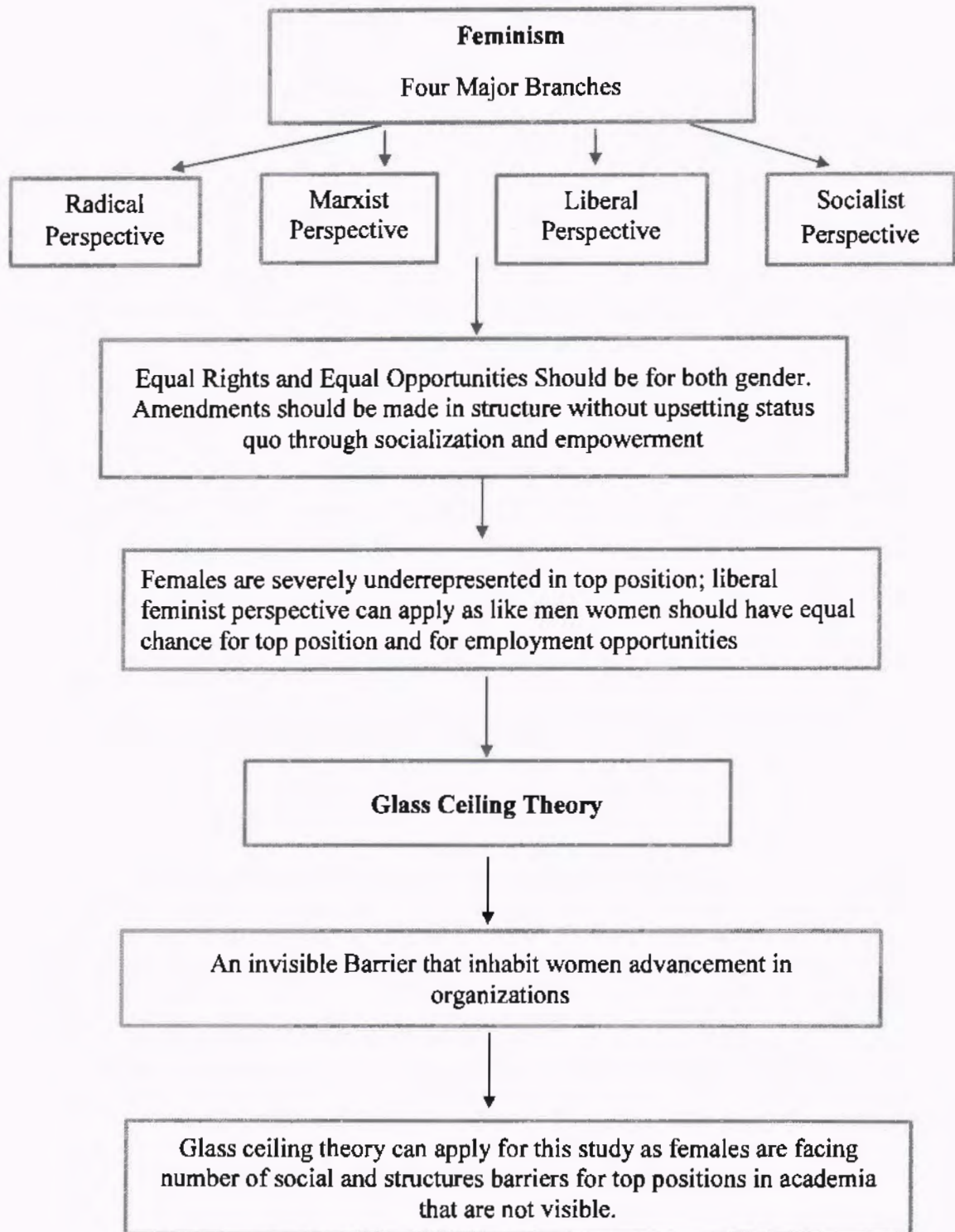






position within organizations e.g. Professor, Dean, Vice chancellor etc. Which were not written down in the rules and regulations of organization and just work as practice. They have not equal opportunities as like males. liberal feminist believes that there should be equal opportunities for both males and females in every aspect of life and glass ceiling theory main purpose is to explain the type of transparent barriers for getting top positions. While doing analysis of the data these theories have given an insight to the researcher to explain the barriers within Pakistani context.

## 2.4 Theoretical Framework Model



## 2.2 Literature Review

Many researches have worked on the social and cultural barriers faced by women in academia in the Western countries and very less work is available in Pakistani context. Various types of barriers are noted after the rigorous review of the literature. The purpose to study this matter is to identify this gap.

It has been observed that women are generally facing restrictions in every sphere and field of work (Kabeer, 2012). It has been deduced through study on challenges faced by women for administrative positions that at the general, the males are of the opinion that women are ignored for enhancement of their professional skills and promotion to higher positions in organization (Elmuti, Jia, & Davis, 2009). Nonexistence of females in top jobs is a burning question of the period needed for formulation of equal opportunity policies to be enforced at basic levels prior to development of a suitable women cadre (Luke, 2000). As stated by Luke, (2000) the females if qualified but still not considered suitable to be appointed as head of a reputed institutions, due to their gender are often restricted to the second to the top positions. If forced by their educational and competency levels, they are often assigned as head of department of the institutions having less public values. The aim is to keep them behind rather than to lead, ignoring the policies of equal opportunities and practices. At the highest levels, nothing is ashamed to default these policies

Almaki, Silong, Idris, & Wahat, (2016) are of the view that the role of the Muslim Women in the society has been unusually changed during the last 20 years. The women have surpassed in almost all levels of education and technical fields and they are

rendering their services in almost all aspects of public life. Women are not lacking back are striving hard to achieve leadership roles in all public or private sectors. They are endeavoring to compete for all positions and play an active role in the decision processes. The women while pursuing their passions to hold leadership's positions have to face many barriers and challenges. Due to their multiple roles, some time they are overwhelmed by the restrictions and give up their struggle to further move towards their goals. Although being invisible there are other barriers that restrict women promotion opportunities for higher position. The males are not exposed to these barriers but so called glass ceiling certainly minimize the chances of female's employment in the market and caused their pursuits for higher positions. A number of research studies categorically defined the quantum of that so called glass ceiling effects in a number of European countries (Jellal et al, 2006).

In a research by using SDR (survey of doctorate participants) data suggest that as compared to men females are significantly less likely to be in dean and administrative positions (Sabharwal, 2013). According to Common Wealth Higher Education Management Report in higher positions women contains of only 6.9% of the executive heads.in under develop countries like Pakistan women lecturers were 16% while 8.5 % were women professors and 8.6% were associate professors'' (Lund, 1998) in (Batool &Sajid, 2013). A study conducted in Kenya discovered that women are severely underrepresented in the management of universities in Kenya. There are many factors at the institutional, personal and societal levels inhibiting skilled women from ascending to top positions in universities at the institutional level discriminatory appointment , recruitment and promotion procedure, unclear promotion criteria, absence of documented

staff and few opportunities for further training affected women's participation in university management while at the personal levels lack of confidence , fear of public office were found to be discouraging women from taking management positions. In addition, societal factors such as general beliefs about women's domestic role and discrimination against female child education were identified as eroding women's self-perception just as those women who do well in public domain were seen as failures in their domestic roles (Onsongo, 2004).

Hora (2014) found that the major factors that hinder women's participation in public leadership and decision making positions are various and observed interrelated. These include: lack (absence of adequate) educational status required from women, absence of commitment by the concerned (top decision making) body, backward sociocultural attitudes, lack of sufficient experiences from women to hold the leading positions, overburden of domestic responsibilities, as well as negative attitudes of men towards women, and lack of confidence from women themselves. As the trend of initiating the participation of women in public leadership is relatively recent phenomenon, it is observed that women are not only disadvantaged with respect to participating in public leadership but also in attaining higher educational levels.

A comparative study of challenges faced by women in leadership demonstrate that they have to faces a number of social and cultural radical issues, psychological problems, to balance the tasks of the workplace, to balance the reproductive issues and networking off sets. The other challenges notified were glass ceiling or glass cliffs, the "Queen Bee" syndrome and negative thinking for the women capabilities to lead among the women folk themselves and short of self-reliance (Maseko, 2013).

## **2.3 Organizational Barriers**

### ***2.3.1 Discriminatory Appointment and Promotions Practices***

A promotion in one's career indicates that an individual owns the qualifications and experiences needed to advance to a new level with new responsibilities and with new responsibilities there are generally increased compensations and wages (Patterson, 2006). Promotion to top positions needs more than superior skills and experience. It may be influenced by unclear guidelines and parameters, such as friendly terms with authoritative people or other unspecified expectations. Furthermore, the ways to join in opportunities for career advancement in organizations, e.g. travel or training are often veiled in secrecy. This unclarity increases when the worker is female. When trying to navigate through the veiled expectations for job promotion, women's limited natural relationship with men at the top prevent their abilities to secure senior placements (Hamel, 2009). Unfortunately, women do experience a strong gender bias when being evaluated for promotions on both their level of performance as well as their potential impact. (Patel & Buiting, 2013). Alongside the notion of the glass ceiling is that of the 'glass border', which suggests that women do not get promoted to senior positions due to their lack of international experience (Broughton & Miller, 2009).

Women are being discriminated in academia; there is indirect discrimination against women in the recruitment, appointment and promotion of university management; (Onsongo, 2004). Several writers note that in spite of the difficulties that women face for getting education there are women well qualified for senior academic positions who still fail to be selected. Discriminatory appointment and promotion practices constitute

obstacles in organizations without equal opportunity policies (Luke, 2000). A study conducted on professoriate women indicated that the unequal practices of recruitment and selection process at all levels is because of the promotion criteria, lack of access to information and distribution work load (Batool & Sajid, 2013).

A research which purpose is to measure faculty research productivity found that females faculty members in public policy or public administration are less likely to be top-level positions, majority of female faculty members are younger than male faculty and near to forty percent were not in tenure track positions (or tenure was not applicable for them).It is hard to make outright statements if discriminatory practices in recruitment and promotion. It is unclear whether the presence of women in lower rank positions is due to certain barriers or because they have entered academia much later than men or perhaps the combination of these factors. The researcher has suggested in this study that this issue should be explored through longitudinal data and interviews (Sabharwal, 2013).

### ***2.3.2 Masculine Hegemony***

Tokenism theory defined the biased practices that are often confronted by the female's managers. This theory explains that at top administrative levels males are in majority and female's representation is negligible. This leading dominant group consider themselves as a separate entity and did not value the token group (females) which further separate females from males. The females are treated differently as compared to the male in their careers. This is a stereotypical concept amongst the male groups that have created problems for advancement of the women folk. This token group idea leads to unequal treatment of females. This leading dominant male group creates a male organizational

civilization that further strengthen their conventional (stereotypical) ideas and caused the injustice in emoluments, job type's career promotion and career expansion (Patterson, 2006). It has been drawn from a study that their exist very strong favoritism in the working environment of the organizations, many of which votes for the leaders who have a conventional 'male' role in the family life over those who perform voluntary caring work (Hora, 2014).

Luke (2000) deduced from the results gathered through surveying Higher Education Institution of different country that less than 50% females are holding academic and administrative positions. The female's ratio in the lower level academic and middle management positions is higher but their participation as compared to male's decreases consecutively at higher levels. At focal point the representation in the administration levels varies from ten to twenty percent and eight to ten present in senior management level. The female representation in the committee systems pursues the same procedure and their nomination is restricted as members of faculty committee and department and ignored for governing councils or boards. An effect of this procedure of decreasing representation at consequent higher levers is that the senior females generally feel themselves secluded in the hierarchies which are mostly male. Annis (2008) concluded that several females mislay their motivation to do extremely well or surpass due to numerous barriers faced by them in their pursuits to become a manager /administrative. These barriers comprises of lack of chances/opportunities, masculine hegemony, favoritism and stereotyping, family's requirements and unfairness.



### ***2.3.3 Lack of Mentoring***

Mentoring contribute a lot to help a worker to further grow in their professional life. The impact of it may be variable with gender. It can be achieved during working with the people of different grades and profession leading an organization besides participation in the different type of meeting and involvement in the discussion procedure. So much so that during business dealing with different people one achieves experience and methodology to be used as one transition into higher level of administration. It can also be acquired through putting into practice one's ideas and thoughts, which can accelerate core thinking on confronting issues (Patterson, 2006). Analyzing a study barriers confronted by the females managers at Universities conducted by (Batool & Sajid, 2013), results show that majority of the (68.5%) females mentioned that the absence of mentor and specially a female mentor is an barrier that weakens the women's representation at top management positions many women cannot easily find a female mentor. Kithinji, (2016) founds that women are facing barriers in their organizations because of their limited access to skilled mentors. Most of the people prefer to have mentors of the same sex because they can easily understand the challenges most commonly faced. Men are not facing the same barriers like women's; they do not have the same family issues. And most of the times simply do not want to mentor a woman.

The needs of females from their mentor can be differ from the needs of men. Many females claim to need more inspiration, and motivation. Male mentors tend to be resistant to mentor females because men identify females more emotional, less skilled and due to the risk of workplace sexual harassment issues(Hansen, 2008).In a study

which is conducted on experiences of females university professors all the respondents spoke about the need for mentoring to support female professors .Newer faculty members reported a desperate need and desire for a females mentor to help as a resource and guide through the unknown and anxiety- provoking experiences of entering the academic world. Participants spoke about the desired traits of a supportive mentor as being open, compassionate, understanding and informal, yet honest and straight forward about the barriers and experiences of female academics. Some females recommended guidelines for a mentoring program e.g. that mentors should be from a different faulty, the relationship should be encouraged and easily accessible (Giugno, 2015).

Hora (2014) has identified the main obstacles obstructing females from decision-making and public administration level positions comprise: lack of attainment of the mandatory experience and socio-cultural attitudes for taking part in public leadership, dual roles in form of domestic responsibilities continuation of the undesirable attitudes concerning female's ability to govern and lead, and the lack of female leaders role models for young females and girls.

#### ***2.3.4 Organizational Informal Networks***

Although less prevalent then societal issues, issues related to organizational structures affect women potential in a more direct way. Organizational structures can create barriers for women advancements. In these structures include male dominated 'old boy networks 'increased vagueness about progression and glass cliffs. Network in organizations can often be homogenous and long standing. The men generally have little interest in welcoming new female's members and these networks for women to break into as

women are often uncomfortable with networking in the social background of these settings and are also not able to commit the extra time outside of work hours due to their home obligations. Because of these all factors the support network around women at higher levels of leadership is unhelpful and limited (Broughton & Miller, 2009).

Formal and informal networks can help men gain influence and access to high ranking positions. However, women appear to continue to find it difficult to break into male networks and there are few women's networks (Broughton & Miller, 2009). Working Women in some cultures find it impossible or extreme difficult to socialize with males in a semi-formal work related context. Women of all cultures are not likely to feel at home with male communication patterns and male humors. One of the obstacles working women face is because of their gender that they are not men. They are not freely accepted into the informal networks which serve to bond males and though they frequently have their own very effective community-based female networks these are not functional in advancing their professional careers (Luke, 2000). Broughton & Miller (2009) stated that there was a lack of other senior women with whom to network. It was difficult to penetrate all-male networks, and often it was difficult to attend networking events, both formal and informal, as they were usually held during out of office hours and at weekends.

### ***2.3.5 Harassment and Discouragement***

A study on women doing paid work in the country of Pakistan discloses that for economic need they work out; face multiple discriminatory practices at their workplace, e.g. unsuitable working conditions, unequal pays and a dual burden of work due to

unrelenting dual responsibilities at home. This is fact whether they perform piece-rate labor in cities or agriculture pay labor in the country-side areas. Even those in the formal organization are not free from sexual harassment or disparities in the job place. However, they continue and their involvement to the economy has to be correctly and fully accounted for (Khan, 2007).

In a research by Irum, Bhatti & Munshi, (2015) had concluded that in Pakistan female's ratio in higher education institution is increasing, mainly in the cities , large number of females are in teaching field even in the male dominated subjects e.g. science , math, physics and chemistry they are giving astonishing results; in governmental and private higher educational institutions they are holding the higher level positions e.g. Deans , pro-Vice chancellors , chairpersons and in some cases they are enjoying the leading position of Vice Chancellors as well. As in higher educational institutions female's student's enrollment is increasing day by day and to encourage them further special reserve seats also announce for them, but on the other hand, it is not avoidable that many other societal level problems like discrimination, harassment and discouragement against female is also present.

### ***2.3.6 Absence of Policies and Legislation to Ensure Participation of Women***

Unavailability of suitable polices and structure is a main obstacle to female progress. In those countries, female positions have been enhanced which have legislation and regulation to provide females organizational level support structure to support female in their dual roles of mother/spouse; professional female or to deal with disparities.

Schwanke, (2013) has stated in his study that in society it is a perception that as compared to males it is more suitable for females to fulfill the obligations to domestic responsibilities to do so is strengthened through social policy, as it directed toward female continues discrimination in family responsibilities. When females are motivated to part-time jobs after giving birth to a child. While males are not given equal chances to do like this, or to take care of minors when maternity leaves are preferred over paternity leaves.

A study conducted by Dever & Morrison, (2009), emphasized on the situations that can increase research success of females, individual private factors such as good academic habits, focus, enthusiasm and motivation were recognized as influencing their research productivity. Australian females placed momentous emphasis on aspects of their workplace practices, culture, Policies (teaching, degrees of flexibility which can be helpful for conducting research, family and work limits, research networks) that they think are important in determine their opportunities and options for working on research.

### ***2.3.7 Inadequate Facilities of Day Care Centers***

Absence of industrial rights to parental leave and inappropriate childcare facilities of day care centers in developed countries have been main barriers to career development for females. Females often progress haltingly in their career development because of interruptions and break for childbearing and child-rearing. These types of matters have been a less alarm in past where in typical societies joint family and availability of no expert female worker have provided many choices for the care of child. Technological innovations in the modern countries have drawing untrained females into paid labor force. Consequently, creating the emerging need for the taking care of their minors yet at

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the same time decreases their capacity to care for the minors of the elite educated class (Luke, 2000).

In a report of barriers to female employment and progression inadequate day care facility was also taken as obstacle to 35% of female comprises the seven case studies. Mainly for children under school age friends and family were the favored form of the care of child. While others have not access to these networks. Main matters highlighted by females included their concerns about the place and people and the quality of provision in which it was provided. Frequently females said that they needed to be relaxed with their childcare facilities, otherwise at work they would be worrying about their Childs. Some of the females were more concerned about the inadequate satisfactory quality day care, that in order to care of their children they stopped working themselves. Governmental level initiatives like daycare costs support scheme do not cover to family informal networks, which are preferred by working women and often used by them (Green, Moore, Easton & Heggie, 2004).

Recommendations have been made in study of child care options for working mothers in developing countries by Mehra, Kurz, Paolisso, & Subcontractor, (1992) that Care givers should receive training in the essential of child development health, cleanliness and food in order to ensure the basic quality. Day care programs must provide child care facilities for the working females children during their mothers working hours. Whereas working hour may be different significantly planners need to carefully decide the hour's care is needed for the exact target population.

### ***2.3.8 The Glass Ceiling***

The term glass ceiling was coined by a wall street journal more than twenty years for the purpose to explain the difficulties working females face in their work place. The word glass is used due to it is always not visible and the word ceiling suggest that women are blocked from progressing in their career (Batool & Sajid, 2003). United States has created the federal glass ceiling commission in 1991 and defined this concept as those types of fake obstacles which are based on attitudinal or organization bias, that prevent skilled workers from progressing upward in their organization into top management positions; these obstacles reflect discrimination a deep line of segregation between those who succeed or those who left behind. Grout, Park, & Sonderegger, (2009) had suggested in their study that an attractive glass ceiling model should try to search and explain the following observations (1) the less number of women worker's top positions (2) on average women get less pay than men when get promotions (3) some organization seem to more female friendly than other (4) and the fact that they have to work harder than men to get what appear to be equivalent jobs.

### **2.4 Societal Barriers**

Societal factored take very long time and are very much difficult to change as they have an influence on many aspects of life and are not easily controllable (Almaki et al., 2016). Political and social issues have a noteworthy effect on female's capability to contribute in the economy. These comprise access to personal health care services and to plan of family; social security coverage female's competition of quality preprimary education;

improving literacy scales of young's female and increasing female's inspiration in political decision making and governance structure (Kabeer, 2000).

### ***2.4.1 Gender Stereotype***

Stereotype is used to classify a group of people. In order to understand the type of person society categorize individuals into different groups, by supposing that every classified group member have certain unique qualities, gender stereotypes are then used for classifying women and men, the masculine and feminine. Gender stereotypes effects women in their organizations (Keating, 2015).All over the world, females experience certain type of challenges when aiming for undertaking managerial roles and for managerial positions. These certain challenges are confidence, dual burden and hindrance from stereotypes and perceptions (Patel & Buiting., 2013).

Most of the females who do progress believe that due to male's members of their staff their work is made harder, as males do not like to work under the supervision of a female. The underlying these beliefs are stereotypical behavior and believes about females and males, and their work and role is the labor market, and their role in the domestic sphere (Green et al., 2004). Globally expectations about appropriate behaviors and characteristics to males or females are shaped by society, culture and tradition. The basic practice is that females have lack of personal independence, less resources at their disposal and inadequate impact over the decision-making power that shape their own lives and their societies (kabeer, 2000). A study on female managers find a substantial connection between the career motivation of a women manger and gender stereotypes. Those women mangers own all kinds of qualities for top managerial positions, but what



influences them are individual factors (gender-imposed) organizational level factors and family issues (Okafor, Fagbemi, & Hassan, 2011).

Stereotyped thinking creates main obstacles for female's progress. Confidence is generally taken as aggression. In some countries females find extremely difficult to practice a dominant position over males. In both kind of technological advance societies and unindustrialized societies females are suffering from a non-rational believe that they are too illogical and too emotional for the top-level positions of organizations, and best suited for the internal aspects of management. Females often share these myths and accept without questions roles which leave them discriminated and with limited career prospect (Luke, 2000).

Typical gender roles and social-cultural norms mutually with the stereotypical tasks and nomination process demotivated the female career inspiration and self-confidence (LE, 2001).a research on female entrepreneurship in the context of Lebanese females businesswomen highlighted non-visible normative obstacles, restricting from the ascription of females to typical domestic roles, the attribution of males to wage earner roles , and the primary of domestic life and care of children responsibilities (Jamali, 2009).

#### ***2.4.2 Socialization***

Even though females have been successful to get the academic and professional positions yet they frequently face cultural barriers in the form of their own internalized view of their duties and hopes which others expect from them.in many cases the obstacles are recognized to their double duties as spouse/parent and professional female. In some case

the traditional role is accepted without question and the working role is secondary (Luke, 2000).

Women tend to be less confident and quarrelsome than men. Many studies have suggested that this can be a one factor for contributing to the greater proportions of promotions and raises going to men is the simple reality is that men tend to demand for raises more frequently than women, and are more aggressive while do so. Women are socialized at young ages into these roles. School age girls and boys have been noted as enacting the similar less assertive and aggressive characteristics in educational organizations that we see younger in their workplace (Women in the workplace, 'boundless sociology'', 2016).

When a female encounter an unfair treatment in the organization, they are in habit to adopt the happening and take self-responsibility for what went wrong. Because the females in top administrative positions have the habit to hold the notion that circumstances are mostly an outcome of individual's self-actions. The indirect discrimination that is largely common today lower self-confidence. Females in these circumstances perceive vague or indirect obstacles such as being unnoticed, over-looked or resisted. When this thing happens, they try to find out what happened wrong and take self-responsibility for the happening. This type of behavior does not recognize the main issue if their treatment comes from a superior or a staff mate is discriminating against them in indirect ways likewise ignoring them in a conversation, or not inviting them in a meeting. If a person who holds top position treats women unjustly in blatant ways, likewise making overt statements etc. These type of discrimination is easy to resist (Schwanke, 2013).

Though females are facing many social-cultural barriers, there are barriers on part of females as well on their ways for the administrative positions. Many of the eligible and competent females don't dare to hold an executive post or from making a dual jump in their profession; they think that if they hold administrative position they will have to perform better than men holding an alike appointment, that they will have to do more work and will be subject to higher pressure of expectation than men; that they (representative of female in a male sphere) will have to fight some traditional, habitual 'male' rituals and will spend themselves that way; that they will have to protect their personal 'differing' thoughts of suitable and effective management against the power of the majority ; and above all ; that the lack of time and increase in burden will make it even more problematic to settle family and job (Wippermann, 2012).

What are the main reasons to not give females access to higher level positions, and for what reasons females who are qualified and suitable for such posts evidently flinch from ambitious to them? Obstacles are set up by company male dominant leadership culture or by company practices, and there are barriers in the brain of the males. Though barriers do exist on part of females as well, and these become very easy to understand when looking at the expected behavior compulsory on females both by third parties and by themselves. Most of the female don't dare to jump in their career, due to fear that their load will raise exponential (Wippermann, 2010).

In a research by Broughton & Miller, (2009) Confidence issues came out strongly during the research and can therefore be seen as an issue that women continue to fight with – many of the women interviewed talked about how important it was to have the belief and confidence in their own capabilities and take advantage of the development

chances they needed in order to progress their career. Confidence also played a main role in how females react and dealt with difficulty of negotiating issues to do with appearance and being, essentially, a female in a male's world.

### ***2.4.3 Over Burden of Domestic Responsibilities /Multiple Roles***

Another significant factor affecting a female's wellbeing is her care giving responsibilities (Giugno, 2015). Females are encountering numerous kinds of obstacles at their job place. There is need to improve the employment opportunities, on the other hand females perform a lot of unpaid care giving work. For the development actors, this is an area for greater consideration through valuing of the ways and increased acknowledgment in which care giving work support flourishing economics (Kabeer, 2012). A study has examined female entrepreneurship in the Lebanese context based on in-depth interviews, all interviewees without exception expressed concern about striking a balance between family life and business life as a serious constraint (Jamali, 2009). A research report from now (2000) discovered the second major obstacle to female advancement in their career was the opinion of managers and colleagues that due to difficulty of handling the double responsibilities of home and work, females are not much committed to work of the organization. Females have multifaceted relationships with job; it is not simply a means to an end: a source of income. Most of the females have various kinds of identities in their lives, family, caring for other, part of their daily responsibilities, and with work. This has an influence on female's job choice, with some of the female limiting their job opportunities because of these other responsibilities and roles (Green et al., 2004).

House hold responsibilities restrict the females research activities, females are not promoted due to the lack of research work because on publication record promotion system is dependent (Batool & Sajid, 2013). A research results demonstrates that Women in public administration and policy are being hired at a higher rate in research universities and report spending greater proportion of their time in research-related activities when compared with male faculty members who are more likely to be hired at doctoral comprehensive and liberal arts colleges. Despite being hired at higher rates in research universities and spending greater proportions of their time in research- related activities women respondents in model one report lower productivity than male faculty member (controlling for various personal, institutional and career factors). It is not a function of innate and intellectual differences in female scholar's ability to publish but rather a function of family and work related factors. Women often times are disproportionately in caregiving roles thus creating a gender role deficit that helps explains why women publish less when compared with their male colleagues. The challenge of balancing work and child care responsibilities can take time away from scholarship. The productivity gap disappears when ages of children and institution type are taken into consideration. Female researchers with children ages 11 and younger publish fewer articles than men; however, the greatest negative impact is reported by female faculty members with children in their preteen years (6 to 11). Another important finding reported in this study is that increased time spent in teaching does not lower the publication (Sabharwal, 2013).

In discussions about the gender gap among tenured professors at research universities there is little dispute that there are far more men than women with tenure in most disciplines. Many have speculated that it's because men are outperforming women

in research. Females with children may not be able to keep up with publishing and research to the same extent as their male counterparts. A study presented by Kate Weisshaar in annual meeting of the American Sociological Association finds that those assumptions may be untrue in some disciplines. In this study the tenure rate is compared at research universities in computer science, English and sociology and then controlled for research productivity not only are men more likely than women to earn tenure but in computer science and sociology they are significantly more likely to earn tenure than are women who have the same research productivity. In English men are slightly more likely than women to earn tenure. According to her English is the more female-dominated of the disciplines she studied and is unusual compared to much of higher education (Jaschik, 2014). In sociology, she founds that the odds of a woman earning tenure were 51 percent lower than for men, when controlling for the research productivity. In computer science, the figure was 55 percent. She had suggested that women must be more productive than men if they want to earn tenure at a research university (Jaschik, 2014). A Research suggest that while support programs addressing the specific needs of women researchers (e.g. mentoring schemes) certainly have a key role to play in enhancing research productivity (Dever & Morrison, 2009) focusing attention on larger questions of workplace culture and practice may be just as important.

#### ***2.4.4 Limited Access to Higher Education/Lack of Training***

##### ***Opportunities***

For female's empowerment giving education to girls is one of the most influential tool; education provides females with skill, self-confidence, and knowledge they need to seek

out economic opportunities (Kabeer, 2012). Insufficient education of females has contributed to the slow progress of females in the job place (Okafor et al, 2011).

Females are not only kept away from administrative positions, but also for higher education they are facing barriers which makes them develop skills and capacitate them with managerial decision techniques, facilitate them develop confidence in holding administrative (Hora,2014). All over the world, women face a few key challenges. Women are not advancing enough to leadership roles and contributing to influential decision-making roles. Women are not receiving an equal amount of education, and are not employed at equal rates as their male counterparts. As businesswomen, they sometimes face legislative challenges, and often with limited access to capital through laws denying their rights for collateral (Patel & Buiting, 2013).

The gap of economic system and chances of further education that are provided by the Organization is a great obstacle for women development. Educational problems directly caused many women to avail equal chances of career as compared to the males. The reservation of seats also results misappropriate representation of females and minorities into minimum pays employment (Harlan et al., 1994). In a study on barriers to female's leadership by (Okafor et al., 2011) it has been concluded that low educational level of the females is also one of the reasons for slow development of females in an organization. The females are facing difficulties to arrive at the work places and they are mostly ignored for sponsored educational opportunities and progressive plans and training facilities and preference is given to males rather than to females. As regards to the educational chances and training the human capital model is mostly accepted to define the unjustifiable treatments respecting females and male employees (Anker, 1997).

Besides the concept of the glass ceiling is that of the “glass border”; which approves that females are often not considered to promotion to the senior grades due to insufficient experience at the international level (Broughton & Miller, 2009). (Green et al., 2004) in their studies considered that major obstacles are childcare, lack of stretchy work and time, need of assistance and backup, self-respect and reliance and void of appropriate training and chances.

#### ***2.4.5 Attitudes of the Spouse***

In most of the country of the world, the people who wish to progress and work on top positions in the organization of repute, international level experience plays a major role. It is mostly recognized that as compare to males, females are exposed to difficulties to gain overseas experience (Broughton & Miller, 2009). It has been noticed that the professional carrier of females is mostly dependable upon the approval of the spouse (Iluke, 2000) says that in the countries like Nigeria, it is impossible for academic females to perform their double role without the assistance and cooperation of their husbands. Likewise, in the countries like India and Arab, the permission of the spouse is essential to carry on a job.

In Muslim Society, the female’s professional career is subject to the approval of their fathers, husbands, or another male guardian. They cannot work or join a professional institute at their own will. The study carried out on a group of participants belonging to Malaysia and Saudi Arabia reveals that freedom that is restricted to be enjoyed by the females is generally of two types, firstly they cannot perform all sorts of activities required for a leading position in an organization because of their family norms



and secondly they are not free to make academic decision without referring these to the higher authorities (Almaki et al., 2016).

A study on occupational similarity and spousal support explains the difference of social support to a male and female worker. It elucidates that men receive more emotional support from their wives as compared to females from their husbands. It approves that wives provide more suitable and tangible environments to their spouses than husbands (Wallance & Jovanovic., 2011). The study carried on female's trainees shows that that the major problems is to manage the work and family environment and to dissuade and encourage the husband to be more engaged in family and child care responsibilities (Jamali, 2009).

A study conducted to know about the barriers and bridges being faced by the females working on executive posts reveal that three of the four females are married and blessed with children. For these male, "married with children "and "to have a family history symbolize a governing normative replica of normality, it has task sculpt spirit. This is not applicable to females in equal measures, "only 53% of the women working on executive positions are married and one third are living a single life (enjoying life without spouse). It shows that female's style of life is more inconsistent and capricious as compared to males. Even in the present era the females have to scarify a family life to work on a top-class management positions and to retain the same for a long term (Wippermann, 2010).

The working environment for females is still distant and unfavorable at both working and communal levels because of gender stereotypes and patriarchal structures.

The female's leaders and professionals are still expected to perform the traditional roles side by side their work/professional prospects. In the epoch of gender equality advancements, the husbands and male relatives have not changed their conduct. For females to be capable to contribute on an equal level with males, they have to shoulder extra responsibilities. Resultantly the females are heavily sharing additional duties with family responsibilities, and most of their time is wasted performing their housed hold jobs than communal tilting duties (Hora, 2014).

#### ***2.4.6 Career Interruptions/Carriers Breaks***

After marriage, it is the foremost desire of a couple to have a child and when their desire is accomplished they are overwhelmed with the achievement of this goal but it creates certain problems and difficulties in the career of a working female and sometime they have to forgo their professional life. In a report issued during (2000) it was established that more than 81% of the professional women in between the age group 28-40 years are of the view that to having children will influence their career advancements. Many business entities in UK even do not welcome a female, having children to work for them. They did not facilitate them during the working hours with the organization but instead care for the efficiency and outputs (Keating, 2015). Having child affects the educational career of the intelligent women who are pursuing their studies in higher educational institutions. Osongo (2004), highlights in his study that females with young families generally choose to look after their family's affairs and even discard their (PhD) studies.

To nurse the child & to take care for others is natural traits of females and their awareness of these problems works as barrier to their professional careers or

advancement but rather discourage their will to continue working. A study report analyzing the barriers for women employment and advancement reveals that more than a third of females (39.1%) were of the view that their engagements to care for others had severely prevented them from joining a professional carrier or advancement in work (Green et al, 2004).

To downsize the glass ceiling effect, a study carried out by (Jellal et al., 2005) projected some ambiguity on the female's productivity in an aggressive labor market model. The employed females often have more distressed career (because of birth of a child) and to facilitate their family life, to give more time to the family problems, to care for aged parents or to move with their spouse to their new place of duties, they may choose to leave the job. This improbability proves that this insecurity needs a risk premium in the emoluments determination.

Problem that adds to income disproportion by sex is that the women are exposed to greater chances of breaks in the job as compared to the males. It may happen that on rejoining of the organization a female may be offered less emoluments or inferior grade that she might have merited; if she remained as a regular employee ("women in the workplace."boundless sociology ", 2016). Communal aspects consider it more appropriate for females rather than for males, to accept breaks in their professional career to attend the domestic affairs i.e. attending and nursing the aged parents, upbringing of the children and suck like other related matters. Additionally females are often placed and encouraged to work with an organization/department where very fewer chances of up gradation exists or do not interfere to administrative development (Schwanke, 2013).

## **CHAPTER THREE**

### **3. RESEARCH METHODOLOGY**

#### **3.1 Research Methodology**

Every research is conducted through particular procedure and method. Methodology is the complete framework of whole research activity. It tells researcher how and what steps need to be followed to collect the relevant information. This chapter deals with the research scheme of current study. After thorough reviews of the literature developing a well-organized research design is an important part of the scientific research. It is important that a researcher is well aware of his/her standpoint.

#### **3.2 Research Design**

As per the requirement of research and to get better results, I have used triangulation method to study the phenomenon in detail, and for this it was necessary to adopt both approaches quantitative and qualitative, to get the general view of females about social and organizational barriers and to dig out the hidden information as well, which can be only possible through qualitative method. As said by Holtzhausen, (2001) both the research methods should be regarded as equivalent position– no one is less important than the other. A Researchers can be more self-confident of their research outcomes, by using triangulation due to increased reliability and validity. By following a mix method research approach (i.e. triangulation), a more complete, holistic and contextual portrayal can be captured of the units under study.

### **3.3 Universe of the Study**

The research was conducted in the capital city of Pakistan. The two universities of Islamabad were included in the universe of this study i.e. International Islamic University Islamabad and Allama Iqbal Open University.

### **3.4 Population**

Populations of this study were consisted of female's professors, Associate professors, and lecturers. The reason behind choosing this population depends on the nature of research as researcher aimed to explore the social and cultural barriers faced by females in academia.

### **3.5 Sampling Size and Sampling Method**

A sample refers to a small representation of the whole population. It is a part or subset of population which represents the characteristics of the whole population. Teachers of International Islamic University and Allama Iqbal Open University were selected under the sample. The researcher has used the purposive sampling technique for the qualitative study. 14 in-depth interviews have been conducted which has been divided as 3 Professors, 3 Associate Professors, 4 Assistant Professors and 4 lecturers. For quantitative study the researcher has used the simple random sampling by using formula to draw a sample, so that each respondent has an equal chance of selection. The total number of female's academics working in these two universities were 231, (54) from Allama Iqbal open University, (177) from International Islamic University. Out of which by using the simple random sampling formula 144 were selected for this study, however

only 107 academic female's respondents filled the questionnaire.so only their responses have been included in this thesis.

$$\begin{aligned} & N/ 1+N * (e)^2 \\ & = 231/ 1+ 231 * (0.0025) \\ & = 231/ 1+ 0.6 \\ & = 231/ 1.6 \\ & = 144 \end{aligned}$$

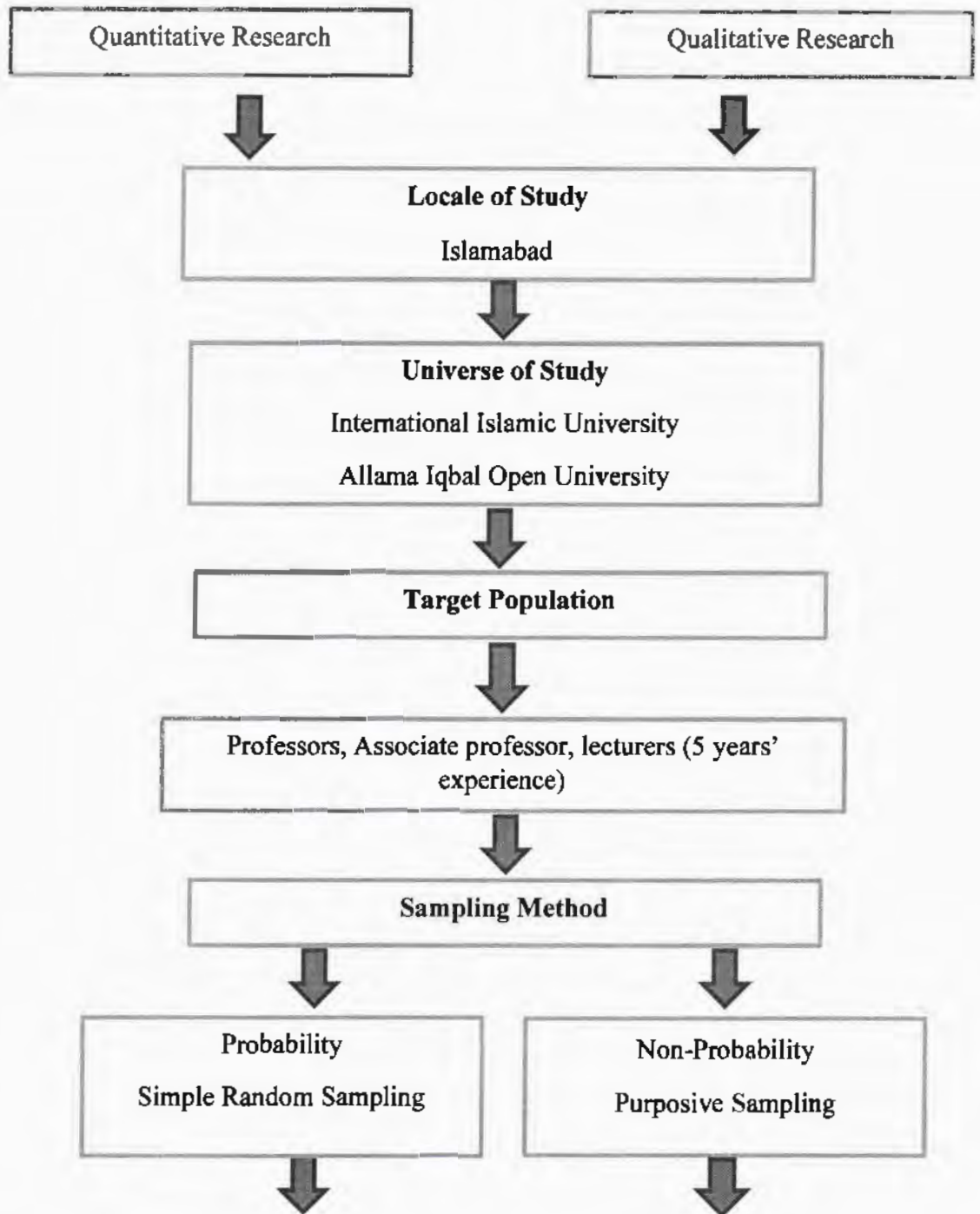
### **3.6 Method and Tool of Data Collection**

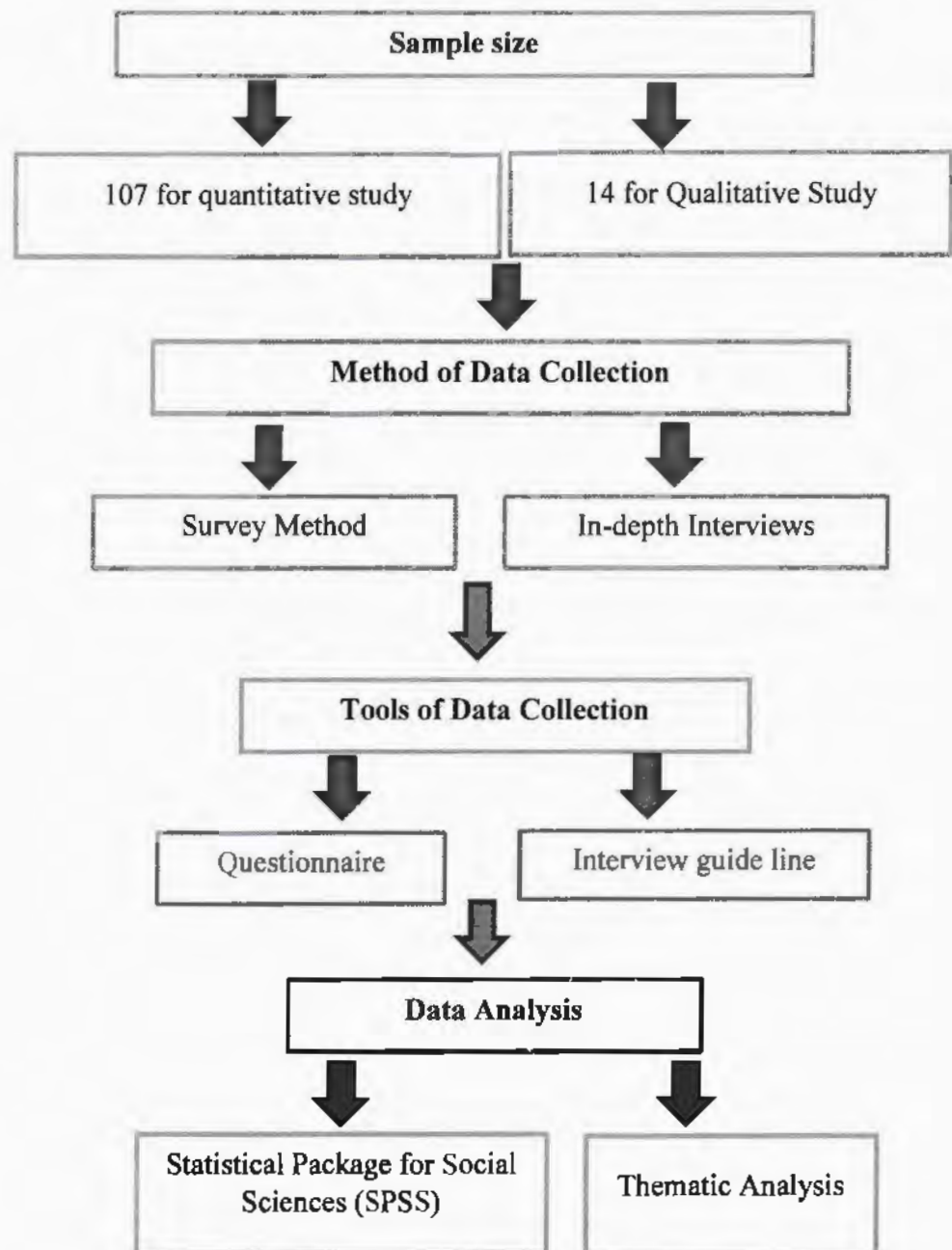
The success of the research depends upon how carefully data is collected. The validity of the research mostly depends upon the tool of the data collection. In this study the data was collected with the help of questionnaire for quantitative study and interview guide for qualitative study the researcher recorded the interviews after getting permission from respondent.

### **3.7 Analysis of Data**

To draw conclusion from the quantitative, study the questionnaires were coded and entered in Statistical package for Social Sciences which abbreviated as SPSS software. For the qualitative study the In-depth interview were recorded with the help of cell phone, and after transcription data were assembled according to major themes, the data from interviews was analyzed and interpreted by using thematic analysis technique.

### 3.8 Model of Research Methodology







## CHAPTER FOUR

### 4. DATA INTERPRETATION AND ANALYSIS

In present study researcher was identifying the social and organizational barriers faced by the females in academia. For this reason, the researcher used a triangulation method, which contains both methods qualitative and quantitative. Survey method was used in quantitative analysis and in-depth interviews were used for qualitative analysis of collected data. The results of quantitative data are presented in tabulation form which is consisting of items from the pre-developed themes. For quantitative data, the results are developed by statistical data analysis. There are two kinds of statistical analysis, one is descriptive statistics and second is inferential statistics. For present study researcher used descriptive statistical analysis in which researcher summarize and interpret some of the properties of a set of data in the form of frequency and percentages. Tables present the means of items in the questionnaire and the responses were made a scale of 1 to 5 values. In the Likert scale value 1 is given to strongly disagree, 2 for agree, 3 for neutral, 4 for disagree and value 5 for strongly agree, on the other hand. In this study the thematic analysis was use for quantitate data and the responses of respondent are presented under themes in the form of words.

## 4.1 Quantitative Analysis

Table 4.1

*Distribution of Respondents by Age*

Age of Respondent	Frequency	Percent
25-30	28	26.2
31-35	38	35.5
36-40	20	18.7
41-45	9	8.4
Above 45	12	11.2
Total	107	100.0

Table 4.1 reflects the age of the respondents. Age is the total number of years completed by the respondents since birth to the time of interview. Age is an important variable in any social research that has an effect on person's personality. The respondents with the age of 31-35 have the high percentage of respondents 35.5 % ( 38). The respondents with 25-30 ages are 26.2% of the total sample. The ages range from 41-45 and remaining have the least percentage of 8.4%.

Table 4.2

*Distribution of the Respondents by Marital Status.*

Marital Status	Frequency	Percent
Married	74	69.2
Single	30	28.0
Widow	1	0.9
Divorced	2	1.9

<b>Total</b>	<b>107</b>	<b>100.0</b>
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The table 4.2 demonstrates the marital status of the respondents, majority 69.2% respondents were married 28.0% were single, 1.9% percent were divorced and 0.9% were widow.

Table 4.3

*Distribution of Respondents by No. of Children*

<b>Children</b>	<b>Frequency</b>	<b>Percent</b>
None	44	41.1
One	20	18.7
Two	30	28.0
Three	9	8.4
Above 3	4	3.7
<b>Total</b>	<b>107</b>	<b>100.0</b>

The above table 4.3 shows that majority of the respondents 28.0 %( 30) had two children's. 18.7 %( 20) of respondents had one children 8.4 %( 9) respondents had more than three children.

Table 4.4

*Distribution of the Respondents by Education*

<b>Education of the respondent</b>	<b>Frequency</b>	<b>Percent</b>
Masters	18	16.8
MPhil/MS	55	51.4
PhD	31	29.0

Post doc	3	2.8
<b>Total</b>	<b>107</b>	<b>100.0</b>

Table 4.4 reveals the information about education of the respondents. Majority (51.4%) respondents were having MPhil/MS degree, (29.0%) were PhD, whereas (16.8%) respondents were having master's degree yet (2.8%) were post doc, the above data shows that less number of respondents were having post doctorate degree.

Table 4.5

*Distribution of the Respondents by Family Structure*

Family type	Frequency	Percent
Joint family	42	39.3
<b>Nuclear family</b>	<b>65</b>	<b>60.7</b>
<b>Total</b>	<b>107</b>	<b>100.0</b>

Respondents were asked about their family type in which they are living. The table 4.5 highlights that majority (60.7%) reported that they had a nuclear family system. On the other hand, (39.3%) informed that they lived in a joint family system. The study also reveals that Pakistan has progressed in changing family structure. As joint family structure was prevailing in Pakistan but the trend has been changed and people are more living in nuclear family system.

Table 4.6

*Distribution of the Respondents by Job Experience*

Over all Experience	Frequency	Percent
3-5 years	28	26.2

<b>6-8 years</b>	22	20.6
<b>9-11 years</b>	32	29.9
<b>above 11 years</b>	25	23.4
<b>Total</b>	107	100.0

The above given table 4.6 explicates the distribution of respondents with respect to their years of job experience. The results of the above table show that 29.9% percent of women had 9-11 years of work experience. Furthermore, 26.2% reported that they had 3-5 years of experience in service, 23.4% of the respondents said they had more than 11years experience remaining 20.6% commented that they had 6-8 years of work experience.

Table 4.7

*Distribution of the Respondents by Designation in University*

<b>Designation</b>	<b>Frequency</b>	<b>Percent</b>
<b>Lecturer</b>	78	72.9
<b>Assistant professor</b>	26	24.3
<b>Associate professor</b>	2	1.9
<b>Professor</b>	1	0.9
<b>Total</b>	107	100.0

The above-mentioned table 4.7 shows the distribution of the respondent by designation in university. The result of the above table shows that highest percentage 72.9%(78) of women had the designation of lecture, 24.3%(26) of women had the designation of assistant professor while the 1.9%(2) were associate professor. The data demonstrate that the very less percent 0.9 (1) had the designation of professor.

Table 4.8

*Distribution of Respondents Regarding Reasons of Choosing Academia.*

Reason	Frequency	Percent
Waiting for some good opportunity	22	20.6
For experience sake	24	22.4
Passion	21	19.6
Family support	20	18.7
Prestigious profession	20	18.7
Total	107	100.0

The table 4.8 demonstrates that majority 22.4 %( 24) respondents reported that they were in job for the sake of experience, moreover 20.6 %( 22) respondents were in service because they were waiting for some good opportunity.19.6 %( 21) respondents were in service because of passion and 18.7% (20) were of the view that they are in service to support the family. While remaining 18.7%(20) reported that they were in service because doing job in university is a prestigious profession.

Table 4.9

*Limited Access to Higher Education and Lack of Professional Trainings*

Statements	SD		DA		N		A		SA	
	F	P	F	P	F	P	F	P	F	P
Females have limited opportunity for training and higher education.	8	7.5%	51	47.7%	12	11.2%	31	29.0%	5	4.7%

<b>Females easily go to abroad or to another city for getting education or career opportunity</b>	1	14.0	49	45.	14	13.1	24	22.4	5	4.7%
	5	%		8%		%		%		
<b>Organizational sponsored Educational schemes and trainings are mostly gender biased</b>	7	6.5%	33	30.	34	31.8	29	27.1	4	3.7%
				8%		%		%		
<b>Females not promoted to higher position due to lack of international experience for women to gain international experience is difficult</b>	9	8.4%	33	30.	17	15.9	37	34.6	11	10.3
				8%		%		%		%
	5	4.7%	23	21.	15	14.0	49	45.8	15	14.0
				5%		%		%		%

The results in the table 4.9 explicate the opinion of the respondents in the form of frequency and percentage about the statements regarding the limited access to higher education and professional trainings. The above table provides the result that majority of the 47.7%(51) and 7.5%(8) disagreed and strongly disagreed about the statement that females have limited opportunity for professional trainings and higher education while the 29.0% (31) agreed and 4.7%(5) were strongly agreed about the statement that females have limited opportunity for professional trainings and higher education. Only 11.2%(12) were neutral about this statement. Majority 45.8%(49) were disagreed about the statement that females easily go abroad or to another city for getting higher education or for career opportunity 22.4%(24) were agreed about the statement that females can easily go to abroad or to another city for getting education and career opportunity. While the 14.0%(15) were strongly disagreed about the statement. whereas 13.1%(14) were neutral and only 4.7%(5) were strongly agreed about the statement that females can easily go to

abroad to another city for getting education or for career opportunity. The table also presents the opinion of respondents that the access to workplace sponsored educational opportunities and development schemes and training are mostly gender biased or not. Majority of the respondents 31.8%(34) were neutral 30.8%(33) were disagreed ,27.1%(29) were agreed, 6.5%(7) were strongly disagreed and 3.7%(4) were strongly agreed with the statement. similarly, the table also shows the percentage of respondents about their opinion that women do not get promoted to senior position due to their lack of international experience. Majority of respondents 34.6%(37) and 10.3%(11) were strongly agreed and agreed with the statement respectively. While the 30.8%(33) disagreed and 8.4%(9) were strongly disagreed about the statement. Only 15.9%(17) were neutral about the statement that women do not get to senior position due to their lack of international experiences. The table also illustrates that 45.8%(49) agreed and 14.0%(15) were strongly agreed about the statement that for women to gain international experience is difficult and the 21.5%(23),4.7%(5) were strongly disagreed and disagreed respectively about the statement that for women to gain international experience is difficult.

Table 4.10

*Stereotypes and Career Interruptions*

The theme illustrates the stereotypes and career interruptions which affect the female's positions in academia the frequency and percentages are presented in the following table.

Statements	SD		DA		N		A		SA	
	F	P	F	P	F	P	F	P	F	P



<b>Unfriendly environment at work and in society due to gender stereotypes and patriarchal structure</b>	6	5.6%	28	26.2%	16	15.0%	51	47.7%	6	5.6%
<b>Gender stereotypes effect female participation/position in academia</b>	3	2.8%	31	29.0%	16	15.0%	53	49.5%	4	3.7%
<b>Gender stereotypes lower female self-confidence and career motivation</b>	2	1.9%	32	29.9%	12	11.2%	53	49.5%	8	7.5%
<b>Career breaks/interruption negatively influence the career progress of female</b>	3	2.8%	15	14.0%	11	10.3%	60	56.1%	18	16.8%
<b>Having children effect career oriented females who are enroll in higher education institution</b>	5	4.7%	13	12.1%	13	12.1%	54	50.5%	22	20.6%
<b>Commitments to care for others prevent women to progress</b>	8	7.5%	12	11.2%	12	11.2%	51	47.7%	24	22.4%
<b>Females are expected to interrupt their career due to their domestic responsibilities</b>	2	1.9%	9	8.4%	15	14.0%	54	50.5%	27	25.2%

In the above table 4.10 the results show the percentages and frequency of the responses of respondents about the statements regarding the working environment for women in organizations and in society. The responses of respondents with high percentage shows that working environment for women is unfriendly due to gender stereotypes and patriarchal structure. The percentages of the respondents were 47.7%(51) agreed, 5.6%(6) strongly agreed, and 15.0%(16) neutral and 26.2%(28) disagreed. The percentages of

respondents about the gender stereotypes effect female participation/positions in academia. High percentage 49.5%(53) agreed,3.7%(4) strongly agreed, 15.0%(16) neutral,29.0%(31) disagreed, and 2.8%(3) were strongly disagreed. This shows that gender stereotypes effect female positions in academia. The percentages about the statement that gender stereotypes lower female self-confidence and career motivation. Majority of the 49.5 %( 53) agreed, 7.5 %( 8) strongly agreed with the statement. that shows gender stereotypes in organization lower females self-confidence and career motivation and works as barrier for their career progress. only 29.9%(32),1.9%(2) disagreed and strongly disagreed with that. The table shows the result about the statement that career breaks negatively influence the career progress of female. The percentages were 56.1%(60) agreed, 16.8%(18) strongly agreed ,10.3%(11) neutral ,14.0%(15) disagreed and 2.8%(3) were strongly disagreed. Most of the respondents agreed that having children effect career oriented females who are getting higher studies as their percentages were 50.5%(54) agreed,20.6%(22) strongly agreed, 12.1%(13) neutral ,12.1%(13) disagreed and 4.7%(5) were strongly disagreed. The percentages about the commitments to care for others prevent women to progress in work are 47.7%(51) agreed, 22.4%(24) strongly agreed, 11.2%(12) neutral, 11.2%(12) disagreed, and 7.5%(8) were strongly disagreed. The percentages about the statement that females are expected mostly to interrupt their career due to domestic responsibilities ,50.5%(54) agreed,25.2%(27) strongly agreed, 14.0%(15) neutral ,8.4%(9) disagreed and 1.9%(2) were strongly disagreed about the statement.

Table 4.11

*Masculine Hegemony*

Statements	SD		DA		N		A		SA	
	F	P	F	P	F	P	F	P	F	P
<b>Feel isolated due to masculine hegemony</b>	3	2.8	26	24.3	37	34.6	34	31.8	7	6.5
		%		%		%		%		%
<b>Lose motivation for progress due to the obstacles</b>	1	0.9	18	16.8	20	18.7	53	49.5	15	14.0
		%		%		%		%		0%
<b>Treated in your organization as member of token group</b>	8	7.5	30	28.0	37	34.6	30	28.0	2	1.9
		%		%		%		%		%
<b>Face gender biased treatment in your organization</b>	10	9.3	40	37.4	24	22.4	29	27.1	4	3.7
		%		%		%		%		%
<b>Women are discriminated in selection boards.</b>	9	8.4	41	38.3	28	26.2	24	22.4	5	4.7
		%		%		%		%		%

The results from the table shows that 31.8 % (34) of the women working in academia feel isolated in organization hierarchies due to masculine hegemony.24.3 % (26) were disagree and 2.8 % (3) were strongly disagreed and 34. % (37) were neutral.49.5% (53),14.0% (15) were agreed and strongly agree about the statement that they lose their motivation for progress in academia due to the obstacles in organization e.g. back biting ,leg pulling and grouping.16.8%(18) disagreed , and 0.9%(1) were strongly disagreed. The table shows that 28.0%(30) agreed,1.9%(2) strongly agreed, 34.6%(37) were neutral,28.0%(30) disagreed and 7.5%(8) strongly disagreed about the statement that treated in their organization as a member of token group, females of less intellect, capacity etc. Majority 37.4%(40) , 9.3%(10) disagreed and strongly disagreed about the statement that they face gender biased treatment in their organization.27.1%(29) agreed,

22.4%(24) neutral and 3.7%(4) were strongly agreed about the statement. The data shows that majority of the 38.3 %( 41) respondents disagreed, and 8.4 %( 9) strongly disagreed about the statement that females are discriminated in the selection boards. 26.2 %( 28) neutral, 22.4 %( 24) agreed, and 4.7 %( 5) were strongly agreed about the statement.

Table 4.12 *Mentoring*

Statements	SD		DA		N		A		SA	
	F	P	F	P	F	P	F	P	F	P
<b>Mentoring play an important role to grow in career</b>	4	3.7%	7	6.5%	8	7.5%	59	55.1%	29	27.1%
<b>Females are facing barriers to find a skilled mentor.</b>	3	2.8%	28	26.2%	27	25.2%	40	37.4%	9	8.4%
<b>Need of females from their mentors can be different from the needs of men.</b>	6	5.6%	13	12.1%	28	26.2%	43	40.2%	17	15.9%
<b>Skilled females don't want to share their limelight with other females</b>	6	5.6%	21	19.6%	23	21.5%	41	38.3%	16	15.0%
<b>Females usually prefer to have a mentor of same gender.</b>	5	4.7%	23	21.5%	27	25.2%	44	41.1%	8	7.5%
<b>Male usually don't want to mentor a female.</b>	1	11.2%	32	29.9%	37	34.6%	19	17.8%	7	6.5%
<b>Absence of skilled mentor is a barrier that weakens the women representation at top management.</b>	3	2.8%	22	20.6%	30	28.0%	43	40.2%	9	8.4%

Tables 4.12 shows that majority of the 55.1 %( 59) agreed and 27.1 %( 29) strongly agreed about the statement play an important role for a worker to grow in their careers.

Only 6.5 %( 7) disagreed, and 3.7 %( 4) strongly disagreed. Majority of the 37.4 %( 40) respondents agreed 8.4 %( 9) strongly agreed about the statement that females are facing barriers to find a skilled mentor who can help them to excel in their careers. Majority of the respondents 40.2%(43) agreed ,15.9%(17) strongly agreed about the statement that the needs of females from their mentor can be different form the needs of males only 12.1%(13) disagreed ,5.6%(6) were strongly disagreed. The data shows that majority of 38.3%(41) agreed, 15.0%(16) strongly agreed about the statement that skilled females don't want to share their limelight with their subordinates or to another female, while 21.5%(23) neutral, 19.6%(21) disagreed, 5.6%(6) strongly disagreed respectively. Majority of the females 41.1%(44) agreed ,7.5%(8) strongly agreed about the statement that females usually prefer female mentor ,25.2%(27) neutral ,21.5%(23) disagreed and 4.7%(5) strongly disagreed respectively . 34.6%(37) neutral ,29.9%(32) disagreed,17.8%(19) agreed,11.2%(12) strongly disagreed ,6.5%(7) strongly agreed about the statement that male also don't want to mentor a female mostly. Table shows that majority of 40.2%(43) agreed about the statement that absence of skilled female mentor is a major barrier that weakens the women representation on higher level positions, 20.6%(22) disagreed ,2.8%(3) strongly disagreed and 28.0%(30) were neutral.

Table 4.13

*Organizational Informal Networks*

Statements	SD		DA		N		A		SA	
	F	P	F	P	F	P	F	P	F	P
<b>Male networks influence</b>	6	5.6	20	18.7	37	34.6	39	36.4	5	4.7

<b>female position negatively</b>		%	%	%	%	%	%	%	%	
<b>Networks can help anyone to gain influence and access to high ranking position</b>	2	1.9	7	6.5%	26	24.3	57	53.3	15	14.0%
<b>Female networks in organizational are not functional for advancing their careers</b>	5	4.7	17	15.9	35	32.7	47	43.9	3	2.8
<b>For females, it's not easy to break a male network</b>	3	2.8	10	9.3%	24	22.4	55	51.4	15	14.0%

The statement of the above table 4.13 shows formal and informal networks influence on women. The results from the above table shows that majority of the respondents 36.4%(39) agreed, 4.7%(5) strongly agreed ,34.6%(37) neutral, 18.7%(20) disagreed ,5.6%(6) were strongly disagreed about the statement that organizational male networks influence the female's positions in academia negatively. The percentages about the statement that networks can be helpful for anyone to get access to high ranking positions 53.3%(57) agreed, 14.0%(15) strongly agreed, 24.3%(26) neutral, 6.5%(7) disagreed and 1.9%(2) were strongly disagreed. Most of the respondents 43.9%(47) agreed and 2.8%(3) were strongly agreed about the statement that their networks in organization are not functional for advancing their careers.32.7%(35) neutral, 15.9%(17) disagreed and 4.7%(5) were strongly disagreed. The table shows that most of the respondents 51.4 %( 55) agreed and 14.0 %( 15) were strongly agreed respectively about the statement that it is difficult for female to break a male network in organization. Only 9.3 %( 10) disagreed and 2.8 %( 3) were strongly disagreed.

Table 4.14

*Harassment & Discouragement / Glass Ceiling*

Statements	SD		DA		N		A		SA	
	F	P	F	P	F	P	F	P	F	P
<b>Harassment rule is effective for females in academia</b>	11	10.3%	15	14.0%	25	23.4%	44	41.1%	12	11.2%
<b>Females are being harassed and discouraged in higher education institutions</b>	8	7.5%	29	27.1%	36	33.6%	27	25.2%	7	6.5%
<b>Glass ceiling notion works in academia</b>	3	2.8%	13	12.1%	42	39.3%	38	35.5%	11	10.3%
<b>Females can't go to higher positions because of glass ceiling</b>	5	4.7%	17	15.9%	36	33.6%	38	35.5%	11	10.3%

Table 4.14 shows that majority 41.1 % (44) agreed and 11.2 % (12) strongly agreed about the statement that harassment rule is effective for females in academia. Only 14.0 % (15) disagreed and 10.3 % (11) were strongly disagreed. 33.6 % (36) respondents were neutral about the statement that females are harassed or discouraged in universities. There is slightly difference between agreed and disagreed 25.2 % (27) agreed and 27.1 % (29) were disagreed. Percentages about the statement academia glass ceiling notions works in organization. 35.5% (38) agreed, 10.3 (11) strongly agreed, 39.3% (42) neutral, 12.1% (13) disagreed and 2.8% (3) were strongly disagreed. 35.5% (38) respondents agreed and 10.3% (11) strongly agreed about the statement that females can't go to higher because of glass ceiling.

Table 4.15

*Research Publications*

Statements	SD		DA		N		A		SA	
	F	P	F	P	F	P	F	P	F	P
<b>Female publish less than males</b>	11	10.3%	22	20.6%	16	15.0%	46	43.0%	12	11.2%
<b>Domestic responsibilities limit the women's research activities</b>	4	3.7%	9	8.4%	6	5.6%	67	62.6%	21	19.6%
<b>Limited research publication influence the progress of females in academia</b>	3	2.8%	6	5.6%	14	13.1%	58	54.2%	26	24.3%
<b>Female with children may not able to keep up with publication as like males</b>	4	3.7%	10	9.3%	12	11.2%	52	48.6%	29	27.1%
<b>Females publish less their research work due to the lack of abilities for it</b>	25	23.4%	42	39.3%	18	16.8%	14	13.1%	8	7.5%

The result in the table 4.15 explicates the opinion of the respondents in the form of frequency and percentages about the statement regarding the females publish less their research work than males. The above table provides the result that 43.0% (46) and 11.2% (12) percent females agreed and strongly agreed about the statement that females publish less their research papers than males. 20.6% (22) disagreed and 10.3% (11) were strongly disagreed about the statement. Only 15.0 % ( 16) were neutral. Majority of the respondents 62.6% (67) agreed, 19.6% (21) strongly agreed about the statement that domestic responsibilities limit the female research related activities, very less percentage 8.4% (9) disagreed and 3.7% (4) were strongly disagreed. Highest numbers of respondents 54.2% (58), 24.3% (26) were agreed and strongly agreed about the statement that limited



research publication influence the progress of females in universities negatively. The data shows the result that majority of the respondents 48.6% (52) agreed and 27.1 %(29) were strongly agreed about the statement that females with children may not able to keep work with research papers to the same extent as their male counter parts , very few numbers of respondents 9.3%( 10) disagreed and 3.7%(4) strongly disagreed .Majority of the respondents 49.5%(53) agreed , 29.0%(31) strongly agreed about the statement that females publish less their research papers due to their dual roles. Less number of respondent 7.5 %( 8) disagreed and 4.7 %( 5) were strongly disagreed, only 9.3 %( 10) respondent's response is neutral. Majority of the respondents 39.3%(42) disagreed, and 23.4%(25) were strongly disagreed about the statement that females publish less their work due to the lack of abilities for it, 13.1%(14) agreed,7.5(8) strongly agreed and 16.8%(18) were neutral.

Table 4.16

*Spousal Relationship*

Statements	SD		DA		N		A		SA	
	F	P	F	P	F	P	F	P	F	P
Spouse attitude is important for career success	4	3.7%	3	2.8%	7	6.5%	37	34.6%	56	52.3%
Professional career largely depends upon the grace and favor of the spouse	1	0.9%	6	5.6%	7	6.5%	50	46.7%	43	40.2%
Handling the double role without the support of husband is not possible	1	0.9%	6	5.6%	12	11.2%	42	39.3%	46	43.0%
Females usually requires the	2	1.9%	7	6.5%	13	12.1%	49	45.8%	36	33.6%

		%	%	1%	%	%
<b>permission of the primary male to work</b>						
<b>Men receive more emotional support from their spouse</b>	1	0.9	9	8.4	16	15.44
		%	%	0%	%	%

The results in the tables 4.16 explicate the opinion of the respondents in the form of frequency and percentages about the statements regarding the spouse attitude importance for career success in academia. The above table provides the result that 52.3 %( 56) and 34.6 %( 37) percent females strongly agreed and agreed about the statement the statement that spousal attitude is important for career success. Only 2.8 %( 3) respondents and 3.7 %( 4) were disagreed and strongly disagreed about the statements. Majority 46.7 %( 50) of respondents agreed and 40.2% (43) were strongly agreed about the statement that professional career is largely depend upon the grace and favor of the spouse. Very less number 5.6 %( 6) disagreed and 0.9 %( 1) were strongly disagreed about the statement. Majority of the respondents 43.0 %( 46) strongly agreed and 39.3 %( 42) agreed about the statement that handling the double role is not possible without the support of husband. Very less number of respondents 5.6 %( 6) disagreed, 0.9 %( 1) were strongly disagreed about the statement. While 11.2 %( 12) respondents were neutral. 45.8%(49) agreed ,33.6%(36) strongly agreed, 12.1%(13) neutral ,6.5%(7) disagreed and 1.9%(2) were strongly disagreed about the statement that females usually requires the permission of primary male to work e.g. father,brother,husband, father in law, brother in law etc. Majority of the respondents 41.1%(44) agreed and 34.6%(37) were strongly agreed about the statement that men receive more emotional support from their spouse regardless of their spouse occupation. Only 8.4(9) disagreed and 0.9 %( 1) were disagreed about the statement.

Table 4.17

*Socialization*

Statements	SD		DA		N		A		D	
	F	P	F	P	F	P	F	P	F	P
<b>Female are socialized in that way that affects their career progress negatively.</b>	4	3.7	24	22.4	36	33.6	40	37.4	3	2.8%
		%		%		%		%		
<b>The typical role is acknowledged by females without argument and the professional role is secondary.</b>	2	1.9	22	20.6	23	21.5	48	44.9	1	11.2
		%		%		%		%	2	%
<b>When a woman encounters an unfair treatment in the organization they tend to internalize the happening and take personal responsibility.</b>	4	3.7	22	20.6	33	30.8	40	37.4	8	7.5%
		%		%		%		%		
<b>Females tend to be less confident and quarrelsome than men.</b>	8	7.5	28	26.2	28	26.2	38	35.5	5	4.7%
		%		%		%		%		
<b>Barriers do exist in the heads of females as well.</b>	9	8.4	16	15.0	18	16.8	45	42.1	1	17.8
		%		%		%		%	9	%

In the above table 4.17 the results show the percentages and frequency of the response of respondents about the statements regarding females are socialized in that way that affects their career progress in negative way. Majority of the respondents 37.4%(40) agreed and 2.8%(3) were strongly agreed, 33.6%(36) neutral, 22.4% (24) disagreed and 3.7%(4) were strongly disagreed about the statement. The data shows that majority of the respondents 44.9 %( 48) agreed and 11.2 %( 12) were strongly agreed about the statement that females acknowledged typical role without argument and professional role is secondary. 37.4 %(40) agreed,30.8%(33) neutral ,20.6%(22) disagreed, 7.5%(8)

strongly agreed and 3.7%(4) were strongly disagreed about the statement that when a woman encounters an unfair treatment in the organization they tend to internalize the happening and take personal responsibility for what went wrong. The data shows that 35.5%(38) respondents agreed 26.2%(28) disagreed, 26.2%(28) neutral ,7.5%(8) strongly disagreed and 4.7%(5) were strongly agreed about the statement that females tend to less confident and quarrelsome than men. Majority of the respondents 42.1 %( 45) agreed, 17.8 %( 19) were strongly agreed about the statement that barriers do exist in the heads of females as well. Sometimes they also don't want to go for higher positions. Only 15.0 %( 16) disagreed and 8.4 %( 9) were strongly disagreed .16.8 %( 18) were neutral about the statement.

Table 4.18

*Dual Responsibilities*

Statements	SD		DA		N		A		SA	
	F	P	F	P	F	P	F	P	F	P
<b>Having children create hurdles in working women careers</b>	4	3.7%	15	14.0%	21	19.6%	56	52.3%	11	10.3%
<b>Women are chiefly considered responsible to take care of their minor children</b>	1	0.9%	8	7.5%	18	16.8%	52	48.6%	28	26.2%
<b>Child care facility provided in university is satisfactory</b>	20	18.7%	21	19.6%	23	21.5%	34	31.8%	9	8.4%
<b>Women restrict their working opportunities due to the multiple roles and responsibilities at home.</b>	1	0.9%	5	4.7%	12	11.2%	67	62.6%	22	20.6%
<b>Due to the difficulty of</b>	10	9.3%	23	21.5%	24	22.4%	40	37.4%	10	9.3%

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**balancing responsibilities of**                    %                    %                    %                    %  
**work and home women are less**  
**committed to work**

---

The table 4.18 shows the results about the statement that for working women having children create hurdles in their career. Majority of the respondents 52.3 %( 56) agreed and 10.3 %( 11) were strongly agreed. Less number of respondents 14.0 %( 15) disagreed and 3.7(4) were strongly disagreed about the statement. Majority of the respondents 48.6 %( 52) agreed and 26.2 %( 28) were strongly agreed about the statement that females are chiefly considered responsible to take care of their minor children and this effect their career planning. Very less number of respondent 7.5%(8) disagreed and 0.9%(1) were strongly disagreed about the statement.19.6%(21) disagreed, and 18.7%(20) were strongly disagreed about the statement that the day care facility provided in their university is satisfactory, 31.8%(34) agreed and 8.4%(9) strongly agreed ,while the 21.5%(23) were neutral .The table shows that majority of the respondents 62.6%(67) agreed and 20.6%(22) were strongly agreed about the statement that females restrict their working opportunities due to the multiple role and responsibility at home, very less number of respondents 4.7% (5) disagreed and 0.9%(1) were strongly disagreed about the statement.37.4%(40) agreed and 9.3%(10) were strongly agreed about the statement that due to difficulty of balancing responsibilities of work and home women are less committed to work.22.4%(24) neutral, 21.5%(23) disagreed and 9.3%(10) were strongly disagreed about the statement.

Table 4.19

*Distribution of Respondents about Balance in Their Work and Family Life and The Reasons of Imbalance.*

<b>Balanced Life</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	56	52.3%
No	51	47.7%
<b>Total</b>	<b>107</b>	<b>100.0%</b>
<b>Reasons</b>	<b>Frequency</b>	<b>Percentage</b>
Workload at university	28	26.2%
Lack of understanding from family	15	14.0%
Both	8	7.5%
No reason	56	52.3%
<b>Total</b>	<b>107</b>	<b>100.0%</b>

The table 4.19 expresses the opinion of respondents about their family and work life is balance .52.3 %( 56) said that their work and family life is balance. However, 47.7 %( 51) respondents said that there is imbalance between their work and family life. Majority of the respondents 26.2% said the cause of imbalance is workload at university, 14.0%(15) express the cause of this imbalance is lack of understanding from family while 7.5%(8) said both workload at university and lack of understanding from family is the cause of imbalance between their work and family life.

*"I prefer not to opt the opportunity of post doctorate because my kids are very small. I intend to go abroad when my kids grow up".*

While others respondents of the study were of view that due to the resistance from family and very long procedure of travel grant provided by HEC side they do not have any international level of experience or they face problems for it.

One of the respondents has shared her experience

*"When I was selected for an international conference by HEC it was the time when I had to face too much resistance from my family side. I was not aware what were in their minds. I just know that our society is not favorable for females in their education nor in their careers and not even in their home life"*

The above-mentioned statements clearly indicate that females have to face barriers for international level experience. their dual roles, domestic and social responsibilities, resistance from family side work as barrier for their successful career.

#### **4.2.2 Higher Education**

Generally, in a male dominated society where females have no liberty to decide the things for themselves, must face numerous types of barriers for getting their basic rights in which the right to get education is the prominent ones. All the females did not get equal chance for education, and among educated females, very less numbers of females were blessed not to face any obstacles for getting higher education. Now the trend of education in females is changing and females are more in number than males in higher education pursuits, but side by side the problems are still existing for spoiling their

efforts., sometime in the form domestic reasons from their family side, sometime due to mobility issues in addition to their dual roles and many more things.

In this research, all the females agreed that in general, females must face problems for getting higher education. Almost all the respondents were of the view that female must face these barriers for higher education inclusive of resistance from their family side, non-supportive environment at home, social and domestic responsibilities of females, single gender organization, and problem directed from multiple organization.

One of the respondents shared that

*“There was no trend of female education or of co-education in my family. I was the first one who got education in co-education institution I face no problem due to having support of my father.”*

The above-mentioned statement indicates that females must face numerous kinds of barriers for getting higher education, lack of support from family side, single gender institutions, social and domestic responsibilities of working females works etc. These are some of the barriers to which the females are exposed to fulfill their desire to seek admission in the qualitative intuition imparting advance level training in different field of educational curriculum, which is prerequisite for the organizational or higher level posts.

#### ***4.2.3 Family and Spousal Relationship***

For females, family and spousal relationship play a pivotal role for their academic career. A female must face hurdles mainly from these two sides, sometimes she does not get permission to do work, to get further higher education mandatory to qualify for higher/executive positions, sometimes she is subject to hardship to handle the dual role



and to overcome all these eventualities the spouse role is a decisive factor. When a female is unmarried her choices are subject to parent's approval and she cannot, in most of the cases, take a decision pertaining to her career, after marriage her in-laws and spouse play a general role to decide the things for her. In Pakistani society, if a female's family and spouse are supportive, then she can focus towards her career and if their attitude is negative, she stands nowhere.

In this research, most of the respondent highlighted the importance of friendly spousal relationship, through which further growth in the career was possible. Majority of the respondent explained that their husbands played a major role in their efforts to get higher education by cooperating with them in domestic and educational matters. They shared that their husband cooperated with them to complete their research work and encouraged them rather to discourage. This motivated them to move on. They shared that due to positive attitude and family scarification they were able to continue their employment. And they acknowledged that their family had suffered a lot due to their absence from home for the employment.

One of the respondents has shared

*"I did PhD after getting married my husband was very supportive to me. He maintained the children and took care of other responsibilities. I am acknowledging that if I have not that support of my spouse then I would not be able to complete my PhD. In our society, this support is very much necessary."*

Some of the respondents who occupy higher seats, shared that for married and unmarried females problems are different, they explained that their family members

the participation and decision making by females is always discouraged and the males always receive preferences in their choices within their families, Parents and other family members treats differently with both gender and resultantly females are brought up with lack of confidence and they are often subject to share responsibility for what went wrong whether in an organization or in family, etc.

In this research, all the respondents were of the view that females are socialized differently than males. Women face constraints from their families. Family members especially mother always give preferences to the choices and opinions of male child. Females are less courageous and the promotion of many talented females is retarded because of having less courage. One of the respondents shared that;

*"The first hurdle female may face from their own homes just because of their gender, your mother always tells you that, you are a sister, you are a girl you should be sub-ordinate to your brothers. You should not do this and that, and behave differently with male children, the boys have liberty. They don't like to listen "No" anytime that's why females are less confidence and less quarrelsome attitude than their male's counterparts."*

One of my respondents has shared her view

*"When parents don't give value to our opinion then how can we be confident?"*

Another respondent said. *"I feel that in my class female's students can't even reply for simple things"*

Respondents were also of the view that not only the family is responsible for different socialization, even the educational curriculum is also responsible e.g. females are always giving the role of tender fairy, kind mother, sub-ordinate worker and males are

always given the role as leader, having sword in his hand and give authoritative role through educational curriculum. This indirectly inculcates in their minds that females are sub-ordinates of males, and females place is at home, not on the job places.

The above-mentioned statements illustrate that through socialization females are brought up differently than males, females are socialized differently in their families even through educational curriculum a typical stereotyping behavior of subordinate is attach to them.

#### ***4.2.5 Career Breaks / Career Interruptions***

Career interruptions are breaks, pauses, or disruptions in one's current career. A career interruption occurs when an individual's typical and usual work is interrupted or changed by some internal (e.g., change in one's desired career path or life's goals) or external (e.g., job loss or disability) event. Females are generally considered to take much career breaks as compared to males, due to associate different domestic responsibilities to them, and these breaks can affect negatively their career. One of the respondents shared her view point as.

*"Career interruption influence negatively the female's positions in academia. Me and one of my colleague had joined this institution as assistant professor at the same time she was unmarried and I was married now she is full professor and I am still associate professor that's not due to the university that's due to my personal weakness once I have taken educational leave and then maternity leave. Furthermore, I don't have enough time to do work on publications and that's due to the child bearing, home chores but I don't have any regret because I think that being a mother is also my responsibility if I am*

*focusing only on my career then it would be unfair with my children but definitely as a house hold women I do have to face obstacles in my career."*

When a female takes a break for long time e.g. maternity leave or to do care of someone at home, her position affect negatively in organization it is always try to nominate some else on vacant seat. And when that female comes back she has to struggle to fit in.

One respondent shared her experience

*"Career breaks negatively influence the position of females. Females need natural breaks e.g. maternity leave, to take care of someone at home etc. then when they come back they must do struggle from the main point. In organization when some seat is vacant by person on leave or something else it is always tried to fulfilled that vacant post."*

Another respondent shared her view

*"Career interruptions and career breaks negatively influence the female positions in academia. Personally, I never had experienced but I have seen my many colleagues that they afraid to take leave that if they take it, then their administrative positions will be influenced negatively and may be their positions is taken back from them and other then it I don't think so this affect females."*

The above mentioned statement shows that career breaks or career interruptions negatively influence the female position in academia , females are generally expected to take breaks in their care for domestic responsibilities e.g. to do care of children , elderly parents etc. and when they come back they have to struggle from the main point or some

position is taken back from them ,this also influence their research publication , due to it they can't focus on papers and suffer a lot for positions in academia.

#### *4.2.6 Day Care Center*

The Pakistani family system is continuously changing from joint to nuclear. Professional females who must handle their dual roles are facing new challenges because of it. And so, this affects their career progress. They must look after their children's, and they are much concerned with the security and proper caring of their children. Due to the absence from home their children suffers a lot. Many universities provide day care facilities but usually the facility provided by them is not so good and satisfactory which works as a hurdle in the way of women's career because women must seek for alternatives to take care of their children. This is why they are not able to concentrate on their research or on teaching activities in a convenient way.

In the present study, all the females were in view that the day care facility provided by their university was not satisfactory and up to the mark. The space is limited and the number of staff is inadequate and nonprofessional, the environment of the day care center is not healthy and because of having less staff they are burdened and not properly take care of the children. Furthermore, their rules and regulations are strict in that way that not all the females can avail this facility.

One of the respondent stated that

*“Most of the females can't avail this facility because of having their strict rules and regulations about age, timings etc.”*

This thing is true for those mothers whose children are above five years old or less than 6 months. That is another challenge for them. To where to keep their children's if the day care center is not allowing their kids.

One of the respondent told that

*“My daughter is of 13 years old and my colleague daughter is 5-year-old and they are not ready to attending those children”.*

The timings of the services offering by those day care centers are not convenient for the most of the teachers. Day cares offer their services till than 3:30 and teachers who must take up their classes till then 5:30 not allowed to bring their children with in campus or in their offices; they must think about where to keep their children. Those females' children who are school going and come back at 12 or one o' clock. There is no facility for them in the day cares centers to stay, rest or to do other activities till their mother are performing their duties in the university.

One of the respondents was of view that

*“My biggest concern is the security of my children's. I am even willing to pay for the type of facilities so that I can get the mentally and psychologically relaxation about my kids.”*

The above-mentioned statements illustrate that improper facility of day care center work as a hurdle for female progress. They are subject to the mentally and psychological pressure because of it as they must look for alternatives for their children's proper care and security.

#### *4.2.7 Formal and Informal Networks*

Formal and informal networks can influence a worker position in an organization. It usually works informally. Many people use these networks for promotions and for getting any other benefits e.g. organizational sponsored training and higher education opportunities and nominations for higher posts etc.

In the present research, all the respondents were of view that formal and informal networks work in higher education institutions. Many teachers got illegal promotions because of these networks, gender wise females informal networks were considered more effective. In academia Informal networks also work to make prominent someone or showing eligible themselves for important designation.

One of my respondents has shared her view

*"If somebody is proficient for a position and higher authorities not aware about, then the informal networks work, whether they self-realize them or someone else do it for them, then authorities consider those persons for important designation"*

In academia merit base promotion practices are less. Other peoples who deserves for position lag behind. One of my respondents told that *"a person who uses unfair means and his negativity is also highlighted; no one can dare anything to say him because of having affiliation with authorities and different groups"*.

Networks also work in positive way in academia, through its people learn different things from others. It is impossible to become the men of all traits. Human being is a social animal and if they keep isolated themselves from others then they may be deprived from many things. One of my respondents who owned important designation was in view that *"Networking increase the exposure of human being. When you meet with*

*some diverse group through friendship or in meetings there you learn lot of things with the different experiences of others."*

The above-mentioned statements illustrate that networks works in organizations. They help for getting positions and promotions. it also increases the exposure of human beings. People can learn from the different experiences of others which is helpful for excel in organization.

#### ***4.2.8 Gender Stereotypes and Glass Ceiling***

Stereotypes are widely accepted ideas about a group of people or things; it may or may not be true in their nature. But its affects the thinking of employers about some groups of people both negatively and positively. In Pakistan and in other societies where the males are more dominant and females are not treated on equal basis and they are supposed to be shy, less assertive, not suitable for higher level task and less confident while the males are taken as strong, best decision makers, confident and can suitable for the higher-level tasks in organization, which is not true on all the cases.

In this study, all the respondents agreed that stereotypes work in academia. And it also influences the thinking of those persons who owns the higher-level seats. There is predestination of work between males and females. One of the respondents who was on the higher seat told that *"by having gender free mind we can't look at the work"*. Males are taken as to be more committed, can give quality time to their organization than females. Females usually take these stereotypes as challenge .and try to prove themselves that they can do best as men.

One of the respondents shared



*“When I feel that there is competition between male and female's campus then I try to do my work with more concentration .so that no one can say that they females are not able to do any work”.*

To create a seat from administration side is always difficult and if some position is announced and both males and females are qualifying for that seat, males are always preferred. One of my respondents was in view that

*“Gender stereotypes works in organization. if for a position both male and female are qualifying males are always preferred especially for the positions in administration it's their beliefs that male can perform better they are more tolerant they can do more work they are more vibrant but I think that is their misconception if they give chance to females then they can flourish more than men but that's the main thinking of the society that male can hold the things and females cannot. Females are not less confident but they are supposed to be less confident. I think the reason to have less confidence is stereotyping behaviors if you are not allowed doing that work then definitely your confidence will be loose”.*

The above mention statements illustrate that stereotypes effects the female's positions in academia, and it's also effect the thinking of those person who owns the higher-level seats, administration and for higher level task males are always preferred and supposed to be more confident, more vibrant, can give quality time to their work than females, females usually take these stereotypes as challenge and try to prove themselves more able then males. They can do best if they get the chance.

Likewise, Glass ceiling works as transparent barrier in academia through which females can't be promoted to higher positions. One of the respondents shared her viewpoint

*"Glass ceiling works in organization among females may be one two females can think about themselves that they become a dean because we have not seen any dean those things which are not in writing in universities policies that dean would be a male it's a practice and you know that you will not get that positions."*

Another respondent said

*"Glass ceiling notion works in academia and females have to face unseen barrier to reach on top positions"*

The above-mentioned statements show that glass ceiling notion works in academia and because of it females can't reach to higher positions or facing barriers for it. These things which are not written in university policies but work as practice.

#### **4.2.9 Workload**

Workload is an amount of work that must be done by the person in an organization. It varies from organization to organization and for the person of different designations. It affects the performance of people in organization if they are dissatisfied with it.

In this research respondents highlighted the workload factor that is effecting their performance, Females who owns the higher seats shared that they must do the multiple things at a time, e.g. teaching, supervising thesis, conduction of exams, managing time table, hiring of new staff, guiding the visiting faculty, student counseling, admin related

problems, admission etc. Furthermore, there is shortage of permanent staff in the departments and they must guide the newcomer's everything in the beginning of every new semester. Because of it, they feel extra ordinary burdened. One of the; respondents told that *"you are bound to do these multi things and the fatigue you suffered minimize your ability to do any work.* Some respondents have shared that because of workload they were not able to give quality time to their research work and to higher educational activities. One respondent of my study was of the view that

*"We have to improve our educational level and research but because of having work load we can't give time to these activities that much, that problem is equally with married and un married females, relatively for married this is a big problem, our leave is not accepted on time, further more if we have to go in some other cities for other education related activities we can't go for the purpose because of workload."*

The above-mentioned statements illustrate that workload in academia is also a factor that can affect the performance of female and because of it they can't give quality time to their research work or to other higher educational related activities.

#### ***4.2.10 Lack of Female Publication***

It is a notion that female publications are less than men. It's not related to their capacity or lack of abilities for it but it's related to their dual roles, unsupportive environment at home etc. For working female it's hard to spare time to work on publications. They have to face many other issues for example not getting permission for data collection , their dual roles unsupportive environment for research, as we are living in that type of social setup , where if a male wants to sit and work in organization late night on publications or something else no one will question and females don't have that type of liberty and at

homes unsuitable environment for research deny them for it, furthermore females have to face mobility issue and to males they don't have to face any type of mobility issues.

In this study, all the females agreed that female's publication was less than males and there were certain reasons behind it inclusive of their dual roles. If both husband and wife are in profession, then female is expected to do work at home and to look after their kids while the husband is not expected to do so.

One of the respondents has shared

*"I and my husband enter at the home at same time, he has nothing to do and I have to look after my daughter and many others things at home."*

As males have no responsibility to do work at homes, they put all the responsibilities on their females. They have liberty to work in organization till late nights, facilitates their research.

One of the respondent who on higher seat was of the view that

*"I think male publish more than females because there is no objection for them if they do work from morning to late night on publication at home or in organizations."*

Problems can be different with married and unmarried females with children's and females without children's. Because of giving birth to children's females are more likely to face health issues, and because of it they are less likely to do work on publication then males one of my respondent has shared

*"I am assistant professor and own this seat for the last ten years and for becoming associate professor there is requirement of further publications but because of suffering from different health issues and other responsibilities of department I can't focus on my research work".*

The above mention statements illustrate that female's dual roles, lack of supportive environment at home, and their health issues work as barriers for their publication, which can help them for getting further positions. If they don't have the required number of publications for a specific seat, then definitely they will get it.

#### ***4.2.11 Journals Procedure of Publications***

Before publishing a paper or an article it must pass through certain stages. It is a time taking process. Mostly people have complaints about the journals procedure of publication. They think that it works as a hurdle in their career, some people have no interest to do work on papers or have lack of abilities for it, and some who do work they must face much problems and they lose their interest and become demoralized. They shutter their confidence to write up and in that way, its effect their career negatively.

All respondents of my research were not satisfied with the journals procedures of publications. They think that the procedure of publication is not transparent; it's a time taking process and gets very late reply, or not even getting these.

One of my respondents has shared her experience

*“Islamic studies are in "w" category I have sent my articles here a lot of time but not a single time I get reply from here. I was discouraged a lot because of this behavior.*

*I was thinking that I am not capable to do work on publications. But I restored my courage and forwarded my publication in USAID, HEC recognized journals. They published my articles; more than ten in numbers without referring me back for editing*

*etc. and this certainly boosted my courage.”*

Formal and informal networks also work for publication. Most of the peoples think that those who have strong social networking; their papers can be published on time and those who don't, suffers a lot because of it.

One of my respondents in an administrative position explained that

*“In Pakistan for publications your social networking and links works instead of quality of work”.*

Furthermore, a very few journals publish publication relating to social sciences. Some of the journals demands money for publication of research articles from authors which is an illegal practice. People have complaints about the HEC policy of publication stating that they are focusing on quantity of publication instead of quality.

One of my respondent were of the view that

*“Within journals the quality which is maintained by HEC, by dividing in different categories they just focus on quantity, they have not invented any formula to measure the quality of paper”.*

Social and pure sciences are being equated on same level. Both are quite different and there should have separate procedure or acceptance criteria for them, because in pure sciences they can create new things and in social sciences it cannot be possible.

The above-mentioned statements illustrate that journals procedure of publication also works as barriers for the career success, people lose their motivation for work on publication which is necessary for the promotions as per criteria imposed by the HEC.

#### ***4.2.12 Promotion Criteria, Discriminatory Appointments and Promotion Practices***

HEC has decided to set criteria for promotion in the universities and for getting a specified seat e.g. number of publications and years of experience. It is a fact that some people are good in research work and some are good in other fields and they cannot do their best in research due to the different type of reasons e.g. health issues, lack of interest, or lack of eligibility and capacity for it, some people use unfair means too for making the higher number of publications by giving money or by using formal or informal networks or becoming co-author with someone. Most people consider this practice as a discriminatory attitude with them because they cannot afford these practices. They are also discouraged to see that their colleagues are using multiple unfair means to get their publications published at any cost. Keeping in view the corrupt practices, most of the respondents were of the view that promotion criteria should not be dependent upon the number of publications.

In this research, many of the respondents were of the view, that promotion criteria should not be dependent upon just number of publications but other things should be considered. Many females reserved positions are awaiting promotions, but because of not having required publications, these are laying vacant, HEC should also consider that **how** much a teacher had taken courses, how many students and of which level she had supervised and what was the quality of her supervised thesis. This thing is not being taken into consideration that how people are maintaining their classes and how much their teaching method is effective.

One of my respondents who owns higher seat in organization has shared,

*“Teachers who worked on publication and done nothing else, their status is the same like other teachers who devotedly worked for the department and linked with the*

*ten-research association, and have participated in international level of conferences and proceedings. I feel it personally that it's totally ignored for promotions and that are wrong"*

Because of publications restriction for promotion teachers just take interest to increase their number of publications and usually they ignored their prime responsibility of effective teaching.

One of the respondents has shared her view

*"Basically, we are teachers, and the research main purpose is to make effective teaching method by getting up to date knowledge and information. But we teachers have ignored that purpose and just focus on number of publications.*

Another respondent stated *"teachers cannot give quality time and cannot teach with devotion"* beside impose criteria of publication by HEC. Number of point also works as hurdle for female's promotion because these are equal against writing a book and of an article; one respondent has shared her experience

*"In 2001 I published one of my book with 450 pages and got one point against it. If I can write a book, then defiantly I can write 20 to 25 numbers of pages' articles too. But getting equal point like article against book means that there is no value of your books".*

The above-mentioned statements illustrate that promotion criteria also work as hurdle for females. Females are not satisfied with it they are not in favor that promotion criteria should be dependent upon the number of publications, they think that it should be the part of it and many other things should also be considered for promotion e.g. quality



of supervised thesis, quality of lectures, maintaining of classes and other co-curricular activities, participation in international level conferences and proceedings etc.

#### **4.2.13 Favoritism / Grouping**

Grouping, favoritism is a thing which together works in organization. By making a group of some people or be in association and support their own members is a trend which works in organizations now a day.

In this study respondents have shared that favoritism and grouping works in different ways within the universities .Organizational sponsored trainings and higher educational opportunities are mostly given on the basis of favoritism ,different groups in universities work formal and in informal way and most of the time works in formal way and support their own members for further promotions or for higher level works, The persons who own the higher seats usually work for promotions of those persons who either serves them in their private capacity or having good relationship with them and deserving peoples remained lacked behind because of it.

One of the respondents were of the view that

*"When this university was established, it was written down that female campus will be separately independent for their matters. In my faculty, there is one professor but she is just teaching like me. We don't have any additional duties because we don't have some group. Nobody support us no body favor us. We individually get the achievements our own faculty of any type e.g. now our faculty is arranging a conference but they didn't bother to mention my name in review committee. They just mentioned the names of those people who are their favorite."*

Even favoritism works for the supervision of thesis, most of the talented teachers are deprived to supervise students for thesis. One of the respondents had shared

*“All the good students are given to those persons or to males who are their favorite and rest of the students are given to us who are not that much good in research”.*

Almost all the respondents told that they were unaware when ASA in university announce the nominations for higher level seats they even have no idea when the post is announcing in university, through email they just been invited for the ceremony and there they announce their favorite persons for the higher-level seats one of the respondent has shared that,

*“Females are not discriminated for the selection boards but other than that in committee system in IIUI there is much discrimination there is no representation of single females in the top-level committee e.g. in ASA vice president is made by them is the most junior one they didn't offer for that to the most senior ones that were already being served in the university e.g. 5 associate and one professor is in our faculty but they didn't ask from as anything”*

The above-mentioned statements illustrate that favoritism and grouping works in university in formal and informal ways and organization sponsored educational and training opportunities, promotions; allocations of higher level work are given based on favoritism, which results as barrier for the talented and deserving females who want to excel in their career.

***4.2.14 Harassment and Discouragement /Limited Access to Higher Authorities  
/Lack of Coordination from Higher Authorities***

Harassment is the act of continued annoying and unwanted actions of somebody to someone. Generally, females must face harassment issues, but in educational settings it is unexpected that a female can be harassed in higher education institutions. Furthermore, limited access to higher authorities is also a problem which creates misunderstandings about employees and employers sometime because of it seniors remain unaware of the abilities and working standards of their subordinates. Then they take stereotypical thinking about them, that females are not able to work, they are not doing anything for organization, and remain unaware from their problems and demands. This also create a huge obstacle for females.

In the present study, almost all the respondents agreed that females are harassed and discouraged in higher education institutions. Females are harassed based on gender, they are assumed to do the lower level tasks, and males are taking best for the higher-level tasks e.g. publications etc. even females have proven themselves if they assign them any tuff task, the effect of discouragement from seniors and colleagues are also present.

One respondent of study has shared her view

*"I strongly agree that females are harassed and discouraged in academia there is many types of harassment no doubt. It can be about yours body language, gestures and looks, expression and to deprive someone from some work also come in harassment which is very common in academia. It happens Males always try to stop the participation of females on higher positions this come as the matter of their respect, ego and this they consider disrespect of them that females are on front side. Or they are heading some positions in the presence of male. I can't figure out but it's exist"*

Another respondent stated,

*“Harassment on basis of gender happens because male can do more work than females. It is assumed that being a female you cannot do this, these type of things discouraged you a lot in your career. I can say this thing because in majority cases when our committees are made, or they assigning us some administrative work. This thing happens that male can do this work more effectively and being a female you are assigning lower tasks even we have proven that if you give us work then we can prove ourselves.”*

One respondent of the research has shared that even she owns a higher-level position in academia but she also must face harassment issue.

*“I am Associate professor but till then now I can't go to higher ups e.g. vice president or to president or to ASA, because so much harassment is being created in your own faculty that you don't dare to approach them.”*

Lack of coordination from higher ups is also a problem. People themselves must coordinate with higher authorities on personal basis to let them know about their abilities, problems or progress, because of having less social links females are lacking behind. One of the respondent were of the view that *“I think from the higher authorities or management staff our coordination is not developed in that way as it should be”* because of it there is misconception in their minds about females. One another respondent shared that *“Many time high authorities come to us and they usually said in female campus there is not any work done properly. We get surprised on their comments”*

The above-mentioned statements clearly indicate that female must face harassment issue in higher education institutions, they are also discouraging from their

seniors and colleagues, furthermore lack of coordination from higher authorities also works as barriers for them, they are unable to convey about their problems, progress and working standards in academia.

#### **4.2.15 Mentoring**

Mentoring works as a guideline or information provision to the individual from their seniors or from some experienced person to know the things how to overcome the obstacles which come through in their career and how to tackle the situation in suitable way. Mentoring is not institutionalized but instead it always works in informal ways. Absence of female and skilled mentor work as barrier to females

*"I can say my teachers are my mentor who creates my interest in education. It is always the teacher who created your interest in the subject. And yes, absence of skilled mentor in professional life always works as a barrier, because of gap in education and in our professional life. What we study in institutions, it doesn't help us in our professional life. When we join the profession, the things are different. If you want to give maximum output to any program or to any institution, then there should be a mentor on each level to each person. Because it will not wastage the resources and time .and it will not waste the energies. And the person will feel encouraging rather than disappointed. I have suffered a lot without having mentor in my professional life. I always try to do work as mentor for my colleagues, friends, relative etc."*

One respondent has highlighted that it is expected from the individuals who works in organization do work in efficient way and when they commit any mistake their focus is to expel them rather to provide guidance

#### ***4.2.16 Masculine Hegemony***

Pakistani society is a male dominated society. Male's decisions in home affect the working and career of female. In organizational settings, especially in academia males are more than females on higher level positions and they can affect the positions of females in academia.

In the present study, it has been highlighted that masculine hegemony effect the female's positions and working in academia. In most of the universities, other than the chairperson, there are very less females on higher level positions e.g. dean, director, vice chancellor, director journals etc. Almost all the higher positions are owned by the males and they support male's members in their issues and for the higher positions.

One of my respondents who owns higher seat in academia has shared her experience that

*“Our articles have to be published in HEC recognized journals. There I and one of another female from different department have observed the monopoly of males. we were the member of committee last year we feel that if female have some issue regarding journals, no one even listened them, but the males even if they don't have any national and international reorganization, they articles are considered and forwarded for publication but the females articles are ignored.”*

Some respondents have shared that in their opinion males don't like to work under the supervision of female. And usually they create problems for those females who own the higher-level positions. Even the females in an organization do not get the equal chance of extracurricular activities e.g. recreational trips etc. In the combine meetings,

#### ***4.2.17 Organizational Sponsored Training and Educational Opportunities***

Organization sometimes offers for their employees to get more higher education and training opportunities which can increase their exposure and enhance their abilities, sometime these are fully sponsored by the organization. Most of the females believe that these organizational sponsored training and educational opportunities are gender biased and formal and informal networks and favoritism also works for that

One of the respondent has shared her view that

*"It's gender biased and depends mostly on networks links are very much matter in Pakistan. If females have links, then she can get organizational sponsored opportunities easily. Decision is not taking solely on competency, talent, and relevance base e.g. I there is a requirement to send someone in Germany or somewhere else then we will not see that it's the requirement form physics department to avail the training opportunity but instead we will see who suits us"*

Another respondent stated

*"Organization usually supports it very less. And if they support they prefer to support male for international level experience as compare to females. Mostly people go on self-basis, there are HEC grants, provided you pursue for it in times and if you applied late then the process will be difficult."*

The people who are usually most favorite to the people or who can provide any benefit to them usually get those opportunities one of the respondents has shared her view point as,

*"Favoritism work for the organizational sponsored higher educational and training opportunities. Whether they are male or to female, if they are their favorite then they can avail such opportunities easily, and I don't think that decisions in Pakistan are made on merit."*

The above-mentioned statements illustrate very less organization support, inadequate trainings and higher education opportunities and if they offer they usually prefer males for that, formal and informal networks also work in this and those who are more favorite of higher authorities in the organization usually get that opportunity which also work as barrier to female.

#### ***4.2.18 Hesitation to Get Higher Position***

Generally, it is saying that beside routine barriers, barriers also exist in the mind of females. Females are generally hesitating to get higher positions, either they don't have to face any obstacles for reaching on that positions, but due to the responsibilities associated with the job they self-miss the chance to avail the higher position. One of the respondents has shared her view

*"I don't think so that females are discriminated for positions in academia but yes, for administrative position, females are deprived to some extent. And there are certain reasons on the part of females as well; they themselves do not want to share the responsibilities of those positions. If you are in education, then you have limited time for coming and going, when you are in administration there is no time for yourself because anytime you can be called, anytime you have to go somewhere for that reason I think females are self-reluctant to get this type of positions".*



Another respondent share her view

*"I agree barriers do exist in the heads of females as well, because of shortage of time, they don't want to do very hard work at some position for example in our department there is offers of becoming a head of department but no one is ready for that position. They usually excuse for that position. We get a head of department with great difficulty, there are allowances for that position but these are very nominal, e.g. they facilitate to reduce a course for teaching, in this position you must be on call all the time, remain very attentive for the meetings, otherwise within the system there is no obstacle for females which hinder them to go for some good position. Many females became assistant professor because of their experience, many times university offer scholarship for us but no one was ready to avail the chances, because of their responsibilities they deny it. Females are not willing to take pain for hard work. That's why they are usually denied for higher positions."*

Females also refused to get the higher positions because of having dual responsibilities; similarly, they have mobility issues to go on some place and to stay their one of the respondent said

*"They (women) refused it because they have family and kid's behinds. For example, if they made me deputy director I will not avail the position because my kids are small and I have to take care of them beside shouldering the job responsibilities I have to study too, and I have to perform my duties at home, I have to take care of my kids till late at night because as they are very small, if they depute me for an official assignment at Karachi for a week long I would not be able to manage it.."*

Another respondent said

*"Female dual responsibilities firstly stop them to go for a higher position. They think that if they just perform their teaching role it will be enough for them. I think they are afraid of to get higher positions because it will create clashes and jealousies."*

Females usually not avail those opportunities due to the family pressure and lack of support from their family side. They refuse the chance to attend any higher position. One of the respondents has shared

*"The females can be behind for taking higher position. Firstly, this is not necessary to have in every woman this kind of potential e.g. administration is totally separate domain for there are some requirements for that. You should have interpersonal skill, social network, professional attitude etc. Which matter a lot? These reasons are limited in the females by self? There are family pressures too. If you are single then your parents will not allow you and if you are married then your husband may be conservative, they may have child responsibilities and if kids and yours husband is cooperative then your in-laws can create pressure. The females are generally reluctant because of that"*

The above-mentioned statements illustrate that beside routine barriers females are self-reluctant to avail the opportunity for the higher position because of the responsibilities attached with this position/seat. Due to time limitation and because of having their dual roles, family pressure, lack of support from family etc. also, work as barrier and succumbing to these restraints the females self-ignore the golden opportunity to be on high.

### **4.3. Discussion**

The present study was aimed to explore the social and organizational barriers faced by females in academia. The study also aimed to find out the factors that prevent females to reach top positions. In this thesis, I have attempted to explore the realities from an emic perspective of Pakistani society. Here I discuss the key findings in reference to the previous literature.

This study confirmed the findings of other researches that females have to face problems for getting's higher level educations which include, resistance from their family, single gender institutions, their dual roles, unsupportive environment of home, workload from institutions etc. Academic females acknowledge that it is not easy as a female to go abroad or to another city for higher education or for availing career opportunities. Females are facing barriers for international level experience. The study finds that females are not promoted to higher level position due to the lack of international level experience. Additionally, they are facing problems like resistance of their family, their dual role, not getting funds for academic activities among others. It is evident that women with international level experience are always preferred for higher designation. It was also found that females who own higher level positions too are not independent in their decision making, largely due to male dominated social structures.

Yaqoob, (2012) has concluded in his study that girls are not allowed to step out of their domestic spheres without the permission of any male member of their family may it be younger brother, father, fiancé or husband where majority of them negate the idea of female/girl's education. Heavy domestic liabilities, responsibilities and early marriages

were adding to the constraints of girl's education. It has been argued that education is key to giving women more control over their lives (Khalid & Mukhtar, 2002). However, social norms continue to prevent women from having equal access to education. Educational inequality remains one of the major infringements of the rights of women and an important barrier to social and economic development (UNESCO 2003).

The results of the study indicate that female's family and spousal relationship play a pivotal role in their academic career. Professional Career largely depends on the grace and favor of their spouse and handling the double role is not possible without having the support of their husband and family. Females usually require the permission of male in the family i.e. father, brother, husband for their employment as well as any activity at work e.g. participation in conferences, higher studies etc. Females who have lack of family support lack behind because of this support. Most of the academic females who own higher positions acknowledged that they were able to keep in those positions because of their family support. Without it they would not able to get it.

In underdeveloped countries, the women are considered and treated as the property of her husband and may not defy him. At paternal house, a girl is absolutely subdued to the head of the house and other members of the family (Jalal-ud-Din & Khan, 2008). Chinchilla, León, Torres, & Canela,(2006) highlighted in their research highlight the importance of the husband's emotional support and opinion. Work-family conflict is a central topic in studies of women's employment. In particular, studies carried out to date have shown that women holding management posts are exposed to more stress than men. According to Hewlett (2002), most women holding management posts have to choose between career and family.

Socialization is the process through which a child becomes an individual respecting his or her environment's laws, norms, and customs (Hussain, Naz, Khan, Daraz, & Khan, 2015). Through socialization, one can learn what is appropriate and improper for both genders (Crespi, 2004). Gender differences are developed through the process of socialization where such differences are strengthened during childhood as well as adolescence. In a family, through socialization, parents enact stereotypic images regarding male and female where children learn all such differences and internalize them. At early ages, individuals do not know about gender differences where they are on the disposal of their parents; children know about their gender as male or female, and adopt roles that their parents prescribe to them (Hussain., et al 2015).

The results of the study indicate that within family parents socialize their children differently and mother is chiefly considered to socialize their children per their gender. In family, the female opinion is not valued, and academic females shared that they had the feelings that the female's students don't participate during class discussions because of having lack of confidence on their abilities. This research results shows that females are socialized in that way that effect their career making negatively. They accept the typical role without argument and the professional role is secondary, Females argued that even through educational curriculum gender difference is created they argued that in books male are always shown in authoritative role e.g. king, warriors, and a man with swords. While females are presented as tender some gender, giving typical role and usually shown in domestic role etc. It can be stated that because of their socialization they are tend to be less confident, less quarrelsome less courageous, less ask for promotions, and take personal responsibility for whatsoever doing wrong in the organization then men.

Educational institutions in Pakistan, rooted as they are in traditional culture, contribute to women's subordination rather than helping to empower them. There is considerable evidence that educational institutions in Pakistan shape boys and girls differently (Qureshi & Rarieya, 2007). Dean (2007) states that gender bias in textbooks is an important reason why existing curricula persistently fail to project women as full members of society. Study conducted by (Agars, 2004) reveals that gender stereotyping and gender role formation are sociocultural and relational constructs, which are developed and inculcated in the institutional network, social interaction, and social relationships especially in family. In family sphere, gender stereotyping and gender role formation are the outcome of gender socialization, differential familial environment, and parents' differential role with children. The importance and influence of male member can be judged from the fact that son within Pakistani household is thought to be the custodian and protective of family interests, family honor and its good name in the society. A daughter, on the other hand, is not regarded as an asset under the ideology that a female belongs to another (her future husband), and is therefore, a temporary visitor in the house (Fikree & Pasha, 2004). Malik & Courtney (2011) stated that discrimination starts in the home, where boys are preferred over girls and continuous throughout a woman's life. Largely excluded from the decision-making process, denied an equal share of things and very importantly, denied opportunities to develop confidence in their abilities, girls are assigned a passive and subordinate role. The education system adds to these discriminatory practices and thereby reinforces the value system experienced by girls in the home. The effect of these prevailing cultural influences is that girls are not

able to develop to their full potential. Having been denied opportunities to acquire confidence in their abilities.

The results of the study show that Career breaks and career interruptions negatively influence the career progress of females and they are expected to interrupt their career due to their dual roles. And if once a female has to take a career break, she has to struggle from the starting point. Married females face more problems as compared to unmarried females, as they are supposed to do care for their family, children, husbands, and of in-laws. The study finds that due to these multiple roles females are less committed to work, they are chiefly considered to take care of their minor children's. Mostly females live in nuclear family system which shows the changing pattern of family system in Pakistan. Females living in nuclear family system have to look for alternatives to do proper care of their children especially with the reference of their children's security. The organizations provide the day care facility, but it is unsatisfactory. The staff of these centers is not trained and professional, their rules and laws about timings and admission of the children according to their age are not effective for all the academic females. Moreover, they are not entertaining the children who come back from schools after certain time and not provide any facility to entertain or to do proper care of them. Females are not allowed to bring their children on campus, although they are willing to pay for all these facilities, but organizations do not provide any kind of support. Because of this they feel insecure about their children, and unable to give proper time and attention to their students and to other departmental activities.

Mason & Goulden, (2002) found that having a child negatively impacted a woman's academic career, but actually boosted a man's (Oforiwaa& Broni, 2013). In

their study state that the university should provide adequate support structures such as day care facility which will provide after school services for faculty members to free them time to pursue further work on research and study. This is because most of the day care facilities close at 3pm by which time faculty is expected to be at work. It is expected these provisions would help female faculty with families to balance career and family life more effectively and efficiently without necessarily being at a disadvantage.

The result of the study indicates that networks in organizations can help anyone to gain influence and to have access to higher level positions. Male networks in organizational settings influence the female position negatively and for females, it is not easy to break male's networks. There are female networks in organization but they are not functional for advancing their careers. Many of the females are lacking behind for the position because of having not affiliation with some network or group. The research finds that formal and informal networks also work as source of good knowledge. People learn from the experience of others in academic gatherings, meetings, colleagues etc. Favoritism and grouping also work as barrier for female's progress. Organization sponsored training and higher level educational opportunities, promotions are given based on favoritism and through strong networks. Getting promotion is easy for those people who are favorite of higher authorities. Favoritism works even for the additional duties and for the supervision of thesis in some departments.

It is widely accepted that the process of knowledge creation and recombination and consequent innovation become more efficient when actors / individuals with completely different backgrounds (i.e. actors from different industrial sectors or from different communities of practice) share their knowledge and experiences. Consequently,



cooperation between actors from diverse organizations with distinct activities and backgrounds is an important factor in stimulating innovation in its different expressions: product, process and organizational innovations (Seufert, Back & von Krogh, 1999). Networking provides many opportunities to ask questions and receive feedback. Discussing other points of view really expands your knowledge base, and allows you to see things from a broader perspective. Learning from other's "best practices" saves time, energy and resources (Wood, 2005).

This research finds that organizational working environment is unfriendly for women due to gender stereotypes and patriarchal structure, and it lower female's self-confidence and career motivation. It also effects the thinking of persons who owns higher position and have authority to allocate higher positions to others, males are always prefer for the higher-level task, and for the work outside the organization and if for a position both male and females are eligible, males are always preferred for the position.

Hussain et al (2015) states that gender stereotyping is a sociocultural production, which is developed and inculcated in the network of institutions, social interaction, and social relationships. In contributing sources, family is the dominant one, which is a milestone in the inculcation of gender difference through gender socialization, gender differentiation, division of labor, and differential parental role.

This research confirms findings from previous studies that glass ceiling notions works in academia and most of the females not getting higher position because of it. There are very less of the females who can think about to have the position of dean, and none of the females can think about to be the vice chancellor and president of the

university. And all these work as a practice in university, not written in the university rules, that a dean and vice chancellor, president, and vice president would be a male.

The glass ceiling is seen most dramatically in the statistics on the percentage of women in senior management positions in large corporations. In all parts of the world, female senior executives, and especially female Chief Executive Officers (CEOs) are extremely rare in large corporations. An awareness of the underrepresentation of women in top positions in the corporate world has prompted many corporations to review their policies and practices (Oakley, 2000).

The researcher unearths that workload in universities also work as barrier for females. Females think that their work and family life is not balance because of it. They are unable to give proper attention to their students, to department, to improve their own higher educational level, to work on research, to give proper attention to their own children and at home. Even women employed full time in academic careers are subject to the broader societal expectations about who will do the unpaid work of maintaining a home.

Schiebinger & Gilmartin (2010) noted in their research that teaching load is a hurdle in writing and presentation of research paper, performance of administrative duties along with academic duties is a cause of lower research productivity. Their research depicts that majority of the faculty member's desires to have funds to conduct research along with research leave. Faculty members also desire to have access to latest books and journals they want to reduce the teaching load and are interested to attend seminars and conferences on research productivity. Now that the methods of managerial capitalism of

entering and reshaping the academy, academics are beginning to experience increasingly coercive working environment, combined with escalating work -loads long hours open ended commitments / availability, together with increased surveillance and control (Morley & Walsh, 1995).

The strong, significant, and robust results of this study that females are facing different challenges for publications which is not related to their capacity and ability for it. All the respondents agreed that females publish less than males and behind it there are certain reasons, their dual roles, health problems, unsupportive environment of home and mobility issues are the main reasons behind. Respondents of this research were not satisfied with the journals procedure of publication, journals give response very late to authors and sometime even not like to answer them which discouraged them a lot, respondents think that formal and informal networks also influence their research success. People who have links can publish their work more easily as compared to those who have not. It was reported that HEC has not made any measure to check the quality of research papers. They focus on quantity rather than quality. There should be separate procedure for pure and social sciences as they are being equated on the same level. And point of equivalence against a book and paper is equal which is wrong in front of them. This research unearths that academic females are not even satisfied with the promotion criteria maintained by HEC. They are in favor of that promotion criteria should not be dependent upon the number of publications as all the people are not good or have interest in research. Other qualities of teachers should also be counted for the promotion e.g. number of courses she has taken, number of students supervised by her and quality of her supervision, quality time given to the department, participation in international level

conferences and her teaching style. Which are not taking in account for promotions, because of it they dishearten and lose their interest for this. The most negative consequence of this is that Females focus on publication more and forget about their prime responsibility which is quality teaching.

For many years, institutions of higher education have rewarded their faculties in the form of incentives for excellence. These rewards, according to Roberts (2002) come in several different forms, the most important of which is the prospects for rank advancement in the form of promotions since promotion comes with greater job security and potentially higher salaries. The reward structure tends to award faculty members who are most successful in the areas of research, teaching and community service but with a higher premium on research. Promotion and tenure in academia are therefore, intrinsically linked to one's research productivity.

Nakhaie, (2002) conducted a research in Canada and found that Canadian female professor have published significantly less than their male counterparts. Men's and women's different professional networks and collaboration strategies may also be relevant. According to (Burt, 2004) Men's wider and more diverse professional networks may allow them to find collaborators whose interests overlap their own, allowing their research collaborations to reinforce their expertise in one or a few specialty areas, whereas women's smaller and more homogeneous professional networks require them to branch out to other substantive areas if they want to collaborate.

Oforiwaa & Broni (2013) have found in their research that even though there are no separate criteria for promotions for female senior members of the university, it seems

that female faculty faces unparalleled challenges more than the males when it comes to promotions, which they attributed to existence of institutional policies/practices that works to disadvantage women.

Some academic authors suggest that the idea of reward based on research instead of teaching is in contradiction to Universities' focus of "selling education" (Remler & Perma, 2009). They believe that for any faculty member to be rewarded the person must be measured based on what he/ she has been able to teach as the prerequisite for promotions. Hearn (1992) and Huber's (1992) position that institutions of higher education are neglecting their core function of teaching in favor of research and publication to the disadvantage of student's education is worthy of note. This is on the basis that whilst University staff members are recruited to teach courses, their reward must largely be based on their teaching output and efficiency and not on research and publications. Academic promotions should be focused more on teaching than the laid emphasis on research. Some believe that the focus of promotions largely on research is a "joke" and in a "poor state" (Roberts, 2002).

Oforiwaa, & Broni, (2013) recommended that by giving equal considerations to teaching, vis-à-vis research the conditions for further promotion should be revised. This will ensure fairness and balance in the scope of work that qualifies one for promotion, merit increment and tenure decisions.

The study finds that females are harassed based on their gender in higher educational institutions. Because of it they are being given lower level tasks and males are given higher level tasks of the organizations, males always try to influence the effective participation of females on higher level seats females who owns higher seats

don't dare to communicate with higher authorities because of so much harassment is created in their own faculty. Lack of coordination from senior authorities is also a barrier which creates misunderstandings between decision makers and female's members. And they remain unaware from the input and problems of female's staff. This discourages the effective participation of females in organizations (Carr, Ash, Friedman, Szalacha, Barnett, Palepu & Moskowitz, 2000) Conclude in their research in spite of significant increase in the number of female staff, reports of gender-based favoritism, sexual harassment and discrimination remain common.

The results of the research show that mentoring plays an important role for the career success. This can be provided through some senior, from family member, or from others. Absence of skilled and female mentor works as barriers for the females who really want to do progress. The research finds out that females prefer mentor of same gender. It was found that skilled females don't want to share their limelight with other females. Most of the respondents suggested that juniors should give a chance to work with seniors for learning experience so that they can learn the things and can perform their task. Instead it is expected from the juniors whenever they join the organization that they will do work excellently. And those who do not meet the expectations are excluded and expelled instead of being given opportunities of learning. Respondents highlighted that mentoring should be institutionalized and made compulsory from the seniors so that organizations time and resources are not wasted.

The proliferation of literature and research on mentors suggests that mentoring relationship provide a unique perspective on career development in a variety of fields and vocations. Having a mentor is an important component to successful career advancement

and conversely that the lack of mentor may hinder timely progression. Male career patterns and subsequently used those as a standard against which to measure women's experience. Such a practice can lead to the conclusion that women approach to mentoring is deficient or inferior in some way (Chandler, 1996). Oforiwaa, & Broni, (2013) Recommend that Mentoring and scholarship schemes should be institutionalized for new members who join faculty to motivate, guide and support them through their career trajectories.

The research finds that masculine hegemony in organization also effects the position of females in negative way. Almost all the higher positions are occupied by males and they prefer to give higher seat to a male candidate, and solve their problems on priority basis as compared to females. Even females who own higher positions feel that in combine meetings their opinion is not valued in result they feel isolated in organizational hierarchies.

Male domination is the main cause of women underrepresentation, which is very organized and dominant form of control. If we talk about the position of Pakistani females in society, female still find themselves struggling to be treated on equal basis. in spite of females different economic and prolific potential roles, due to societal norms and cultural practices Pakistani females still face isolation and segregation which prohibit them access to the benefits of development. Now a day's in feminist literature the term patriarchy which means is male domination has taken a dominant place. This term is used to refer to the level of gender disparities between females and males in their economic and social relationship within the societal structures, community and household. Although there are many other ways to refer gender disparities, it is claimed that male

domination is the most suitable source of grasping the level of gender disparities and prejudices (Isran & Isran., 2012).

One of the most surprising findings from the study is that barriers also do exist in the heads of females. Sometime they self not want to get higher level positions. They self-deny the opportunity if they are offered e.g. headship of the department etc. The respondents were of the view that it because of their dual roles, late night duties, mobility issues, additional duties not getting permission from family side for to work in mix gatherings, or in male domains. It is because of this reason that they are not interested in higher level administrative positions.



## **CHAPTER FIVE**

### **5. SUMMARY CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

The present study was conducted to explore the social and organizational barriers faced by females in universities. The study was exploratory in nature and provided an in-depth insight about the women in academia. The study was carried out in two universities of Islamabad. A mix method approach was used to get the deep insight about phenomena sixteen numbers of interviews has been taken for qualitative study and for quantitative study 107 numbers of respondents have participated.

The main aim of this study was to explore the kinds of social and organizational barriers which females are facing in universities especially in getting top positions in academia. For this purpose, females who hold positions of professor, associate professor, assistant professor, and lecturers were selected.

In this research glass ceiling and liberal feminist perspective was used as a most appropriate paradigm. Glass ceiling defines as an invisible but powerful barrier that stop to reach top level positions with in organizations, and liberal feminist perspective also deals with that both gender should have equal chances in all aspects of life. Glass ceiling paradigm is relevant in the sense to this research as females are facing kinds of barriers which are invisible but work as powerful that stops them to get top level positions in academia. Females are not getting equal chances for promotions and top level nominations as compare to male counterparts.

The findings of the present study show that academic females are facing different types of barriers in societal and organizational level. On societal level, they are facing problem for getting higher level education (resistance from family, single gender institutes, lack of funds, mobility issues etc.) and international level experiences, even females who own higher designation are not independent in their decision making for that purpose. Support from spousal relationship and family is very much important for career success and it is evident that to handle the dual role with having the support of spouse and family is not possible. Furthermore, within family gender differences are created through socialization. Due to this female are less assertive, less confident, less quarrelsome and are not very ambitious about promotion in organizations, additionally career breaks and career interruptions play their significant role for females to lack behind for top positions in academia.

Whilst on organizational level the problems are various one such issue is the facility of day care center which is not suitable for every woman working in the academia. The strict rules and regulations in organizations works as barrier for females and they have to remain in tension because of their child security, as Pakistani family system is continuously changing from joint to nuclear family system and most of the academic females are living in nuclear family system. Promotion criteria, masculine hegemony, journals procedure of publication, favoritism, grouping, formal and informal networks, workload also create hindrance in the way of a successful career.

## **5.2 Conclusion**

The research was conducted to examine the social and organizational barriers faced by females in academia. The findings of qualitative and quantitative research approach show that the social and organizational barriers significantly influence the career success of females especially regarding access to top level position in academia. The findings have clearly highlighted that there are numerous problems faced by women working in academia. These problems are as a result of organizational policies but are also deeply affected by personal lives of women. The findings have increased over awareness about challenges in the way of a successful career for women in academia. This indicates that women need the support of organizations for sustaining and for moving ahead in the career ladder. Women also need the support of families during this process of struggle.

Since this study was conducted in only two universities in Islamabad for a more in- depth analysis of the kinds of problems faced by women more studies are needed in others parts of Pakistan too so that we may able to find better directions to address the challenges of women in academia.

## **5.3 Recommendations**

Based on the findings the following recommendations are being made.

- Day care facility should be improved. There should be amendments in the policies of admission e.g. age, fee etc. so that every academic female can avail this facility.
- The organization should provide the maximum facilities for women to manage the dual role and work.

- Promotion criteria for females should be separate; their additional work should be taken in account, side by side the number of publications.
- Proper coordination between higher apps and females should be ensured.

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## Appendices

### Appendix – I

#### Questionnaire

I am Mamoonah Usman, student of MS Sociology from International Islamic University Islamabad. This survey has been conducted to complete my research work which is a degree requirement. All of your information will be confidential and I would be grateful to you for your co-operation.

#### Demographic Profile:

**1. Age**

- a. 25- 30                      b. 31- 35                      c. 36- 40                      d. 41- 45  
b. Above 45

**2. Marital Status**

- a. Married      b. Single      c. Widow      d. Divorced

**3. No. of Children (if any)**

- a. One              b. Two                      c. Three                      d. Above 3

**4. Education**

- a. Masters                      b. M.Phil.                      c. PhD                      d. Post doc

**5. Family Type**

- a. Joint Family                      b. Nuclear Family

**6. Years of Job Experience (All over)**

- a. 3- 5 years                      b. 6- 8 years                      c. 9- 11 years                      d. Above 11  
years

**7. Years of Job Experience (In this University)**

- 3- 5 years                      b. 6- 8 years                      c. 9- 11 years                      d. Above 11  
years

**8. What is your designation in academia currently?**

- a. Lecturer  
b. Assistant Professor

c. Associate Professor

d. Professor

9. **What were the reasons for choosing this job?**

a. Family Support

b. Waiting for some good opportunity

c. For experience sake

d. passion

e. Others (specify then)

**Note: Please give your response by keeping the following scale in mind**

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Females have limited opportunity for training/higher education.					
Females easily go to abroad or to some other city for getting better educational or career opportunity.					
Access to workplace sponsored educational opportunities and development schemes and trainings are mostly gender biased.					
Women do not get promoted to senior positions due to their lack of international experience.					
For women to gain international experience is difficult.					

### **Higher Education and Professional Trainings**

#### **Stereotypes and Career Interruptions**

Working environment for women is unfriendly at work and in society due to gender stereotypes and patriarchal structure.					
Gender stereotypes effect female participation /positions in academia.					
Gender stereotypes lower female self-confidence and career					



motivation.					
Career breaks/ career interruptions negatively influence the career progress of female? (e.g. childcare and caring of others)					
Having children effect career oriented females who are enroll in higher education institution? (e.g. to take care of little children's and forget their PhD or post doc)					
Commitments to care for others prevent women to progress in work? (e.g. care of aged parents, children's etc.)					
It is expected from females to interrupt their career due to domestic responsibilities e.g. care of aged parents, children's)					

### **Masculine Hegemony**

Due to masculine hegemony Feel isolated in organizational hierarchies.					
Females lose their motivation for progress in academia due to the obstacles in organization. (e.g. back biting, leg pulling, stereotypes, gender biased organizational support trainings or higher educational opportunities etc.)					
Treated in your organization as member of token group? (woman of inferior intellect, job skills, and work capacity, relative to the male workers)					
Face gender biased treatments in your organization.					
Women are discriminated in the selection boards.					

### **Mentoring**

Mentoring play an important role in helping a worker to grow in their career.					
Females are facing barriers to find a skilled mentor.					
The need of females from their mentors can be different from the needs of men.					
Yours mentors provides timely feedback to your work.					

Females with children may not be able to keep up with publications and research work to the same extent as their male counterparts.					
Females publish less their research work due to the lack of abilities for it.					

### Spousal Relationship

Attitude of spouse is important for career success in academia.					
Professional career is largely depending upon the grace and favor of the spouse.					
Handling the double role without the support of husband is not possible.					
Females usually require the permission of the primary male to work. (Husband, brother, father etc.).					
Men receive more emotional support from their spouse regardless of their spouse occupation e.g. Understanding & empathy etc.					

### Socialization

Females are socialized in that way that affects their career progress in negative way? (e.g. less assertive and aggressive that influence their progress)					
The typical role is acknowledged by females without argument and the professional role is secondary					
When a woman encounters an unfair treatment in the organization they tend to internalize the happening and take personal responsibility for what went wrong.					
Females tend to less confident and quarrelsome than men.					
Barriers do exist in the heads of the women as well? ( e.g they don't want to apply for higher position due to lack of confidence to handle a position , fear of workload etc )					

### Dual Responsibilities

For working women having children create hurdles in theirs career.					
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In our society, the women are chiefly considered responsible to take care of their minor children and this effects their career planning					
The child care facility provided in your organization is satisfactory?					
Women restrict their working opportunities due to the multiple roles and responsibilities at home.					
Due to the difficulty of balancing responsibilities of work and home women are less committed to work.					

**10. Do you think your job and family life is balanced?**

- a. Yes
- b. No

**11. If no, then what is the major cause for this imbalance?**

- a. Workload at university
- b. Lack of understanding from family
- c. Any other please specify \_\_\_\_\_

## **Appendix – II**

### **Interview Guideline**

1. Do you think that females are discriminated for positions in academia? If so why?
2. Do you face any hurdle for getting higher education or what do you think which kind of hurdles females face for getting higher education?
3. Do you ever face any hurdle for international experience? Or what do you think which kind of obstacles females can face for international experience /trainings?
4. Do you think that organizational sponsored training / higher education opportunities are gender biased?
5. Do you think formal and informal network in organization can help anyone to access high ranking positions? If yes, then how?
6. Do you have a mentor? Or have you ever worked as mentor?
7. Do you think that females are harassed or discouraged in academia?
8. Do you think that career breaks /career interruption negatively influence the position of female in academia?
9. Do you think that masculine hegemony in organization can play a role for the less representation of females in academia? If yes, then how please

#### **Social Barriers**

10. What do you think how much your family or spouse can play their role in making successful career? And how does it affect your performance?
11. Do you think that child care facility provided in your university is satisfactory?
12. What would you like to recommend for the betterment of day care center?
13. Are you satisfied with the journals procedures of publication?
14. Do you think that promotion criteria should be dependent on the number of publication?
15. Do you think that females publish less than males? If yes, then why?
16. Do you think that dual responsibilities work as barrier for female progress in academia? If yes then how
17. What do you think about gender stereotypes effect women's position in academia?

18. What do you think how socialization can be a factor that influence females for not progressing in academia?
19. Do you think that females are tending to less confident and quarrelsome than men?
20. Do you think that beside routine barriers in career development sometimes females are also hesitant in getting higher positions?
21. Do you think that females on higher position don't want to share their limelight with other females?
22. What you will recommend for the women who urge to excel in their careers?