

The gender in Higher Education Management

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Abstract

Studying the history of human gender, we realise that man, in all seasons, constitutes sovereign being. He decides, he manages in the family but also in the events of public life.

Most societies have developed as patriarchal. The rule was always the same: difference in physical strength, motherhood, limited time and ability to hunt in the primitive era, limited time for dealing with common in recent times led to the society which has always considered man as the main representative mankind.

From the antiquity up to today women gain continuously ground towards men in all sectors of social, political, economic and artistic life. (Alexandri, 2005). Nevertheless, the number of women in places of prestige and power is considerably smaller compared to that of men (Vasiliou-Papageorgiou, 1995).

This paper studies the presence of two genders in the Administration of Higher Education, according to the present situation at educational institutions in Greece.

Keywords: management, gender, higher education, administration

JEL classifications: M10, I21

Introduction

Multiple investigations have concluded the existence of inequality between the sexes in both the workplace and the professional development of women. The participation of women in senior positions in various items of work are very limited. For example, the percentage of women MPs elected in the recent elections did not exceed 14%. Women are not equally represented in the higher echelons of government, while doing better in the higher echelons of the private sector. The same applies to unions where women also have little representation.

A large percentage of women choose occupations 'appropriate' for their gender and then remains in the lower positions in the hierarchy with less economic benefits. Many women still having the dilemma of "career or family" and decide not to develop professionally.

Educational management is a male-dominated field (Shakeshaft 1989:324). Men out number women at all levels of educational management: as principals, superintendents and even in the leadership of educator unions whose ranks comprise predominantly of women viewed monitoring as an important aspect of their role functions (Lemmer 1994:3-29). Amongst the reasons given to justify the prevailing situation is that men perform better than women as managers (Daily News 9 September 1997:2). However, evidence indicates that women are not only every bit as capable as male managers, they are better (Daily News 9 September 1997:2).

Education as a workplace was the first deemed appropriate for the female sex. Based on data from the Ministry of Education show that female teachers predominate in men. Despite the high representation of women but there are differences in education between men and women share the various levels of education, participation and representation of women in trade unions in the hierarchy of staff and management positions.

So women teachers remained at lower levels of job hierarchy of education. Women teach and men manage. The number of women holding administrative positions, is much lower than in men, concludes the analysis of data generated by the situation in universities and higher education institutions in Greece.

Women in higher education

The presence of women in higher education in Greece is limited. This trend is similar to other European countries. The ratio of women to men in educational positions in Greek universities is about one for two (Maratou, 2002). Another conclusion of the previous study is that the higher the position in the academic hierarchy, the lower the percentage of women. Specifically, while 1998, in greek universities the woman distribution in academic positions was about 40% within Lecturers, 32% within Assistant Professors, 20% within Associate Professors and less than 10% within Professors. The low participation of women in higher education is caused by family obligations of women. Also, women in higher education tend to be better represented in special scientific fields such as humanities, social, law and economics.

This paper highlights the presence of women in the management of Greek High Education.

Research: Methodology - data

The data of this study is collected from the websites of Greek Higher Education Institutions in March 2010.

A table was prepared to gather general information about institutions concerned as well as statistical data (i.e. number of males and females in each of the following categories: chairpersons of academic departments; deans of colleges and presidents).

Especially, the research refers to:

- 18 Universities with 24 faculties, and 268 departments
- 24 Technological Institutions with 43 faculties and 196 departments.

The faculties were sorted in eight groups:

- Schools of Science and Technology
- Technical Schools
- Schools of Health Science
- Schools of Social and Cultural Sciences
- Schools of Economics, Administration and Legal Studies
- Schools of Artistic Studies
- Schools of Agricultural and Environmental Studies
- Schools of Foreign Languages and Gymnastics

So, in the greek universities there are 18 Rectors, 24 Deans and 268 Chairmen. Respectively, in technological education institutions there are 24 Heads, 43 Directors of Faculties and 196 Directors of Departments.

We consider

- Universities Rectors and Technological Education Institution Heads as Higher Management Level (HML)
- Universities Deans of Faculties and Technological Education Institution Directors of Faculties as Middle Management Level (MML)
- Chairmen of University Departments and Technological Education Institution Directors of Departments as Senior Management Level (SML).

The purpose of this attend is to categorize the high education managers by gender.

Objective of the Study

The main purpose of this study is to examine the status of middle and top-level women managers in higher education institutions in Greece, i.e. to determine the percentage of women in decision-making academic and administrative positions, to explore inside the literature the perceptions, feelings and opinions of these women, and to determine the problems they face.

Hypotheses of Research

The research hypotheses of this study are:

- The absence of women in HML and MML
- The low women participation in SML, especially in the management of technical schools and schools of science and technology.
- The greater presence of women in special departments as departments of preschool education.

The results of this study have affirmed the hypothesis that women hold the minority of administrative posts in higher education institutions.

Results of research

The survey results have been obtained by statistical processing of data, using the SPSS statistical tool. The following subsections of this paper describe the detailed results for each management position.

Universities

The presence of women in university management positions is very low and varies between 0% in HML, 8.3% in MML and 14.9% in SML.

Table 1: Management Levels in Greek Universities by gender

			POSITION				Total
			RECTOR	SUBRECTOR	DEAN	CHAIRMAN	
GENDER	MALE	Count	18	41	22	228	309
		%within POSITION	100.0%	87.2%	91.7%	85.1%	86.6%
	FEMALE	Count	0	6	2	40	48
		%within POSITION	0%	12.8%	8.3%	14.9%	13.4%
Total		Count	18	47	24	268	357

Middle Management Level and Senior Management Level by gender**Deans of Faculties (MML)**

In Greek Faculties only two women have the grade of dean (8.3%). The two women manage Schools of Social and Cultural Sciences.

Table 2: MML by gender

POSITION - DEAN			GENDER		Total
			MALE	FEMALE	
FACULTY	Schools of Science and Technology	Count	5	0	5
		% within FACULTY	100.0%	.0%	100.0%
	Technical Schools	Count	2	0	2
		% within FACULTY	100.0%	.0%	100.0%
	Schools of Health Science	Count	1	0	1
		% within FACULTY	100.0%	.0%	100.0%
	Schools of Sociocultural sciences	Count	9	2	11
		% within FACULTY	81.8%	18.2%	100.0%
	Schools of Economics. Administration and Legal studies	Count	2	0	2
		% within FACULTY	100.0%	.0%	100.0%
	Schools of Artisticl Studies	Count	2	0	2
		% within FACULTY	100.0%	.0%	100.0%
	Schools of Enviromental and Agricultural Sciences	Count	1	0	1
		% within FACULTY	100.0%	.0%	100.0%
Total		Count	22	2	24
		% within FACULTY	91.7%	8.3%	100.0%

Department Chairmen (SML)

In this management level the women percentage ranges between 0% and 37.5%. Within 267 chairmen positions the 40 belong to women (15%). The absolute presence of men is observed in the departments of Economics and Administration and Legal Studies. Otherwise, in the departments of Social and Cultural Sciences, Artistic Studies and Foreign Languages Studies the women percentage is over 30%.

Table 3: SML by gender

POSITION - CHAIRMAN			GENDER		Total
			MALE	FEMALE	
FACULTY	Schools of Science and Technology	Count	44	2	46
		% within FACULTY	95.7%	4.3%	100.0%
	Technical Schools	Count	38	4	42
		% within FACULTY	90.5%	9.5%	100.0%
	Schools of Health Science	Count	14	1	15
		% within FACULTY	93.3%	6.7%	100.0%
	Schools of Sociocultural sciences	Count	54	25	79
		% within FACULTY	68.4%	31.6%	100.0%
	Schools of Economics. Administration and Legal studies	Count	39	0	39
		% within FACULTY	100.0%	.0%	100.0%
	Schools of Artistic Studies	Count	5	3	8
		% within FACULTY	62.5%	37.5%	100.0%
	Schools of Enviromental and Agricultural Sciences	Count	24	1	25
		% within FACULTY	96.0%	4.0%	100.0%
	Other schools	Count	9	4	13
		% within FACULTY	69.2%	30.8%	100.0%
Total		Count	227	40	267
		% within FACULTY	85.0%	15.0%	100.0%

Technological Institutions

In Technological Institutions Management the percentage of women is very low, too. There is only one woman as head (4.2%), 6.3% women percentage as vices, 18.6% as directors and 24% as heads.

Table 4: Management Levels in Greek Technological Institutions by gender

			POSITION				Total
			HEAD OF TEI	VICE OF TEI	DIRECTOR	HEAD	
GENDER MALE	Count		23	15	35	149	222
	% within POSITION		95.8%	93.8%	81.4%	76.0%	79.6%
FEMALE	Count		1	1	8	47	57
	% within POSITION		4.2%	6.3%	18.6%	24.0%	20.4%
Total	Count		24	16	43	196	279

Middle Management Level and Senior Management Level by gender**Heads of Faculties (MML)**

The 24% of heads are women especially in health science faculties, where the percentage is 57.9%. In Technical Schools, in Schools of Economics and Business Administration and in Schools of Environmental and Agricultural Sciences the percentage of women is about 15%-20%.

Table 5: MML by gender

POSITION - HEAD			GENDER		Total
			MALE	FEMALE	
FACULTY	Schools of Science and Technology	Count	1	0	1
		% within FACULTY	100.0%	.0%	100.0%
	Technical Schools	Count	46	7	53
		% within FACULTY	86.8%	13.2%	100.0%
	Schools of Health Science	Count	16	22	38
		% within FACULTY	42.1%	57.9%	100.0%
	Schools of Sociocultural sciences	Count	0	1	1
		% within FACULTY	.0%	100.0%	100.0%
	Schools of Economics. Administration and Legal studies	Count	38	11	49
% within FACULTY		77.6%	22.4%	100.0%	
Schools of Artisticl Studies	Count	6	1	7	
	% within FACULTY	85.7%	14.3%	100.0%	
Schools of Enviromental and Agricultural Sciences	Count	13	3	16	
	% within FACULTY	81.3%	18.8%	100.0%	
Other schools	Count	29	2	31	
	% within FACULTY	93.5%	6.5%	100.0%	
Total	Count	149	47	196	
	% within FACULTY	76.0%	24.0%	100.0%	

Department Directors (SML)

Within 43 directors of departments in the technological institutions there are 35 (81.4%) men and 8 women (18.6%). The higher participation of women directors is observed in Environmental and Agricultural Sciences and in Health Sciences.

Table 6: SML by gender

POSITION - DIRECTOR			GENDER		Total
			MALE	FEMALE	
FACULTY	Technical Schools	Count	9	0	9
		% within FACULTY	100.0%	.0%	100.0%
	Schools of Health Science	Count	3	3	6
		% within FACULTY	50.0%	50.0%	100.0%
	Schools of Economics. Administration and Legal studies	Count	10	1	11
		% within FACULTY	90.9%	9.1%	100.0%
	Schools of Artisticl Studies	Count	3	0	3
% within FACULTY		100.0%	.0%	100.0%	
Schools of Enviromental and Agricultural Sciences	Count	2	4	6	
	% within FACULTY	33.3%	66.7%	100.0%	
Other schools	Count	8	0	8	
	% within FACULTY	100.0%	.0%	100.0%	
Total	Count	35	8	43	
	% within FACULTY	81.4%	18.6%	100.0%	

Higher Education Management: Barriers to Women Participation

This paper concludes that women hold less than 18% of management posts in higher education institutions. They are best represented in lower level academic and middle management positions and their participation relative to men decreases at successively higher levels. Representation is 8.3% in universities and 18.3% in technological institutions at middle management level and from 18.2% in universities to 23.5% in technological institutions at senior management level. Representation in the committee system follows a similar pattern with women more likely to be members of departmental and faculty committees than on governing boards or councils.

There are increasing numbers of women in top positions in politics, and in both private and public sectors world-wide. Yet top management in higher education is overwhelmingly a male preserve.

In this section some of the reasons for the low numbers of women in higher education management are described.

- In some cases the traditional role is accepted without question and the professional role is secondary.
- It cannot be expected that numbers of women in senior management will increase while so few are employed in academic or administrative positions compared to men. Several writers note that in spite of the difficulties that women face in gaining access to education, there are women well-qualified for academic positions who nevertheless fail to be selected.
- For many women a professional career is dependent on the grace and favor of the spouse. Williams points out that it is virtually impossible for academic women in Nigeria to manage their dual roles without the support of the husband. Women in the Arab States and in India generally require the permission of the primary male to work. Residual indicators of traditional value systems are seen in industrialized countries. In North America and Europe, where there is an expectation that women will work, the husband's career is generally considered primary. Feather man notes that women still carry the burden of domestic responsibilities and plan their own careers around their husbands.
- Women frequently progress haltingly in their careers because of breaks for childbearing and child-rearing. Lack of adequate child-care facilities and absence of industrial rights to parental leave have been major barriers to career advancement for women in industrialized countries.
- For professional administrators the path is different but no smoother. Many professional administrators find themselves in the ranks of middle management but do not advance to top management. They too suffer interruptions for childbearing and are subject first to the demands of the husband's career.
- Stereotyped notions about women constitute major barriers. Assertiveness is frequently interpreted as aggression. Women in some cultures find it difficult to exert authority over males. Women in advanced industrialized societies as well as those in the developing world still suffer from the myth that women are too emotional or too illogical for senior management, or best suited to the domestic maintenance aspects of administration.

Women in Educational Management Internationally

The past and present participation of women in educational management, internationally, confirms that there is marked degree of gender imbalance in educational management (Lemmer, 1994). According to Shakeshaft (1989), research on women and gender in educational management in the USA has progressed through six stages. The first five stages document the lack of women in educational leadership and the sixth stage transforms theory, as we understand women's and men's experiences Shakeshaft 1989).

So too, in Britain, most of the research on women and educational management concerns the under-representation of women (Hall 1993).

In most countries in Europe teaching is predominantly a female occupation. Within Europe, the percentage of female primary school educators ranges from 80 percent to just under 50 percent in Germany, but constitutes about 40 percent of principals. In secondary schools women constitute about half the teaching force, but are again substantively under-represented as principals (David 1990:88). According to a survey published annually in the *American Board of School Journal*, in 1993 women represented 10.9 percent of the secondary school principals and 43 percent of the elementary school principals in the USA (Taylor 1995).

Studies from the National Ministry in Canada (1991) reveal that women make up 76.8 percent of the educators in elementary schools and 44.8 percent of the secondary school educators. In comparison with the percentage of women educators they were disproportionately represented in the status of principals. Only 26.2 percent of the principals in elementary schools were women and 15.6 percent of the secondary school principals were women (Taylor 1995).

In Higher Education the presence of women is even more reduced.

Findings - Conclusions

The very low participation (18%) of women in higher education management is the general conclusion of this investigation. Less than one woman per four men holds a position in the administration when the ratio in academic positions is about one woman per two men. The results of this paper are not similar enough to these in Primary and Secondary Education in Greece. There, the ratio in educational staff is more than one woman per one man in Secondary schools and two women per one man in Primary schools. The participation of women in the management of these levels of education varies between 4% (HML positions) and 28% (SML positions) (Trachanopoulou, 2008).

The almost universal involvement of women in the family is the main reasons that make it reluctant to assert hierarchical roles. The women are afraid that they will be able to fulfill its responsibilities and duties incumbent upon the leadership position, although many studies show that women in hierarchical positions are doing so well and often better than their male counterparts (Kantartzi, 2003 72).

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