

Challenges and Opportunities for Women in Distance Education Management Positions: Experiences from the Zimbabwe Open University (ZOU)

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KEYWORDS Gender, Culture, Stereotype, Leadership, Discrimination, Masculinity

ABSTRACT Concerns about women under-representation in positions of decision making, strategic planning, organizational development and their performance within distance education institutions has been the major focus of debates in higher education. The current study sought to investigate the challenges faced by women in distance education management positions, which were formerly dominated by males. The qualitative study examined and analysed the social, economic, traditional, political and religious factors influencing the degree of women advancement in Open Distance Learning (ODL) senior management positions. Data was collected through face to face interviews with one hundred and twenty staff members employed at the Zimbabwe Open University (ZOU) using the purposive sampling technique. The major finding from the study was that women in senior management positions were affected by these multiple responsibilities which include the gendered nature of society, family influences and culture. The study recommends the holding of open and honest discussion forums on gender and equal rights issues involving both men and women and the development of family friendly culture in universities.

INTRODUCTION

The under-representation of women in senior management positions in higher institutions of learning and indeed other spheres is problematic and has become a major issue of debate in higher education circles (See for example: Nan-Chi 2006; Kiamba 2008; Bilen-Green 2008; Nazemi et al 2012; Zinyemba 2013). The cited literature further indicates that ancient systems of management under which men were assigned a monopoly of access to higher managerial positions of authority and power in organizations and the public sphere, with women restricted to the home, has come under attack in both developed and most developing countries. While efforts seem to be in place to accelerate the advancement of women, the number of women who achieve senior management positions is still disproportionate to the number of women employed in the universities. In the United States, in 2006,

women accounted for twenty three percent of college and university presidents, which was up from five percent of presidents in 1975 (Madden 2012), a token improvement of only five percent in more than 30 years! A United Nations Educational, Scientific and Cultural organisation (UNESCO) report cited in Ramsey (2000) found out that globally, women were grossly under-represented in higher education management with men outnumbering women at about five to one at middle management level and at about twenty to one at senior management level. Closer home in South Africa, survey data on South Africa, cited in Zinyemba (2013) showed that in 2003, the average number of women in senior management was approximately twenty four percent across seventeen institutions of higher learning and that at that point in time there were only three female Vice Chancellors, while eighty two percent of professors were male and only eighteen percent were female.

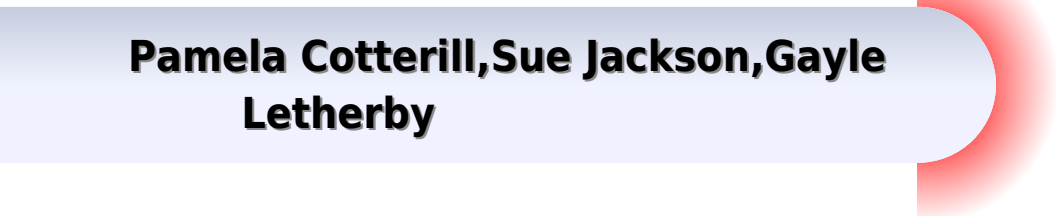
Notwithstanding the above statistics, a majority of talented and competent women in Zimbabwe and the world over have emerged from the home to occupy senior management positions in educational management. The emergence of women in higher positions of authority or into larger roles in corporate governance in higher education and distance education in par-

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Women Distance Education Challenges Opportunities

**Pamela Cotterill, Sue Jackson, Gayle
Letherby**



Women Distance Education Challenges Opportunities:

Women and Distance Education Christine von Prummer, 2005-07-12 This book provides valuable insights into the situation of women in distance education around the world A wide variety of evidence from different countries supports the conclusion that open and distance learning has the potential to provide equal opportunities in higher and continuing education and that these are currently being missed The author provides conclusive evidence that distance education while involving a degree of risk to the stability of families and relationships etc nevertheless offers women a chance which on balance is worth taking The author says that it is up to distance education policy makers to provide a framework for women students which will limit the risks and maximise the opportunities Drawing on fascinating case study material this book presents vital information for these policy makers

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Challenges and Negotiations for Women in Higher Education Pamela Cotterill, Sue Jackson, Gayle Letherby, 2007-06-28 CONCEPTUALISING CHALLENGES AND NEGOTIATIONS FOR WOMEN IN HIGHER EDUCATION 1 2 3 Pamela Cotterill Sue Jackson and Gayle Letherby 1 2 3

Staffordshire University Birbeck University of London University of Plymouth INTRODUCTION Despite the historical tradition of academia as a male space Evans 1995 Abbott et al 2005 Stanley 1997 Letherby 2003 it is possible to argue that the expansion of higher education in the 1980s and 1990s benefited women more than it did men By 1995 there were two and a half times more women in the academy than in 1970 1 Abbott et al 2005 and in the decade to follow the numbers of women undergraduate students had overtaken men with a substantial minority of these being older non standard entrants Furthermore as Paula J Caplan 1997 3 argues Visions of the academic life draw us women toward it picturing an intellectual community whose members search with passion and integrity for Truth and Knowledge We imagine that in academia we shall find freedom from bias freedom from worldly struggles of power and wealth freedom to choose what to study and what to say and an environment characterized by tolerance and openness where everyone's energy is focused on the open exploration of ideas However whilst this may be the vision for some women it is important not to view this widening of female participation in higher education through rose tinted glasses

Stabilizing and Empowering Women in Higher Education: Realigning, Recentering, and Rebuilding Schnackenberg, Heidi L., Simard, Denise A., 2023-09-29 Stabilizing and Empowering Women in

Higher Education Realigning Recentering and Rebuilding is a book that addresses the challenges faced by women leaders in higher education during the current pandemic. The book is written by experts in the field and draws on emerging evidence based practices and personal narratives to provide insights into strategies for emotional balance self care and wellbeing for women leaders. It explores the challenges faced by women leaders in higher education and offers solutions for their wellbeing including reframing and reinventing oneself during the pandemic. This volume is an essential read for women in leadership faculty administrators professional staff graduate students and researchers. It provides valuable information and perspectives on creating access for marginalized groups using roles as women leaders to create change and nurturing and empowering women in leadership. Overall it is a persuasive and powerful book that will help readers to realign recenter and rebuild in their personal and professional lives.

Women in Higher Education and the Journey to Mid-Career: Challenges and Opportunities Schnackenberg, Heidi L., 2022-06-24 Individuals in mid career positions in higher education typically feel that they are faced with fewer engagement endeavors and new initiatives with which they can participate in as institutions tend to find them not as new and their ideas no longer as cutting edge even though they very well may be. For women in academia this phenomenon is even more complex. Typically by mid career women have survived the sprint to tenure while juggling family caregiver responsibilities. Post tenure they may find themselves in a space where they have more control over their work and can engage at a more comfortable pace. However without institutional support and personal determination to remain engaged women may find themselves facing stagnation in their career development. Thus it is essential that mentorship opportunities are established and career trajectories put in place for mid career women. **Women in Higher Education and the Journey to Mid Career Challenges and Opportunities** considers specific challenges issues strategies and solutions that are associated with female academics during mid career phases. The book includes a variety of emerging evidence based professional practice and narrative personal accounts as written by administrators faculty staff and students. The book considers strategies for remaining vibrant and productive and suggestions from successful mid career women academics and reflections from women who have passed the mid career phase. Covering topics such as tenure self care and academic leadership this reference work is ideal for administrators faculty policymakers academicians scholars researchers practitioners instructors and students.

Research Anthology on Challenges for Women in Leadership Roles Management Association, Information Resources, 2021-03-19 The role of women in the workplace has rapidly advanced and changed within the previous decade leading to a current position in which women are taking over leadership roles and being offered these positions more than ever before. However a gap still exists with the representation of women in the workforce especially in power positions and roles of authority in organizations. While the representation of women in leadership roles is impressive and exciting for the future women still face many challenges when taking over these positions of power and face many issues related to gender inclusivity. There is also still gender bias and discrimination against women who have been

given the opportunity to become authority figures It is essential to acknowledge and discuss these critical issues and challenges that women in leadership roles must handle to better understand the current climate of gender roles across various industries and types of leadership The Research Anthology on Challenges for Women in Leadership Roles discusses the role of women in positions of authority across diverse industries and businesses By reviewing the biases struggles discrimination and overall challenges of being a woman in a powerful role women leaders can be better understood for their role in a male dominated world This includes topics of concern such as equal treatment proper implementation of women s policies social justice activism discrimination and sexual harassment in the workplace and the importance of diversity and empowerment of women in leadership positions with chapters pertaining specifically to African American Hispanic Asian and Middle Eastern women This book is ideal for professionals researchers managers executives leaders academicians sociologists policymakers and students in fields that include humanities social sciences women s studies gender studies business management management science health sciences educational studies and political sciences Routledge International Encyclopedia of Women Cheris Kramarae,Dale Spender,2004-04-16 For a full list of entries and contributors sample entries and more visit the Routledge International Encyclopedia of Women website Featuring comprehensive global coverage of women s issues and concerns from violence and sexuality to feminist theory the Routledge International Encyclopedia of Women brings the field into the new millennium In over 900 signed A Z entries from US and Europe Asia the Americas Oceania and the Middle East the women who pioneered the field from its inception collaborate with the new scholars who are shaping the future of women s studies to create the new standard work for anyone who needs information on women related subjects **Gender and Distance Education** Anu Aneja,2018-08-06 This book investigates the intersection of gender and distance education from a feminist perspective and explores their contemporary innovative interfaces in Indian and international contexts The key issues raised here include a re investigation of the democratizing potential of distance education from a gendered perspective especially in developing countries such as India feminist pedagogical perspectives on the notion of transactional distance the relationship between masculinity and gerontology from the perspective of non traditional modes and the interrelationships between gender and social media from a distance education perspective As opposed to the conventional physical classroom the virtual classroom often occupies a de privileged space in feminist pedagogical discussions since it appears to align itself less easily with feminist praxes which encourage a free intellectual exchange between teachers and students By opening up various facets of the relationship between gender distance education and feminist pedagogy the book foregrounds the critical need to re visit preconceived unfavourable assumptions about this relationship and proposes mutually productive inter linkages It does so in the context of contemporary circumstances defined by the increasing use of virtual technology the ongoing need for democratization of higher education and the constraints posed by consumerist trends Lucid and topical this Focus volume will be useful to

scholars and researchers of higher education open and distance education feminist pedagogy gender studies feminism masculinity and women s studies as well as practitioners and policymakers working in the education sector *Equitable Access* Olivia Adwoa Tiwaah Frimpong Kwapong,2010 Concerns about new learning environments have spurred the debate as to whether the new world of online teaching and virtual studying might be as closed to the developing world especially the women as the traditional universities were until the turn of the twentieth century Gender specific and feminist research shows that women often have less access to technology less control over the ICT Information and Communication Technology in their homes and places of work and less confidence and competency in using these technologies According to the United Nations lack of access to information is the third most important issue facing women globally after poverty and violence against women *Equitable Access* looks in detail at the ODL Online Distance Learning and ICT situations in Ghana The author provides a critical assessment of the strengths and threats to the development of an effective distance education program in tertiary institutions in Ghana surfacing the need to promote equity in educational access Based on a survey of distance learners in four public universities the author navigates to the heart of issues and determines that in Ghana and for that matter Africa the digital and gender divides could further widen if conscious effort is not made to mainstream ICT in all gender issues *Online Distance Education* Olaf Zawacki-Richter,Terry Anderson,2014-06-01 Online Distance Education Towards a Research Agenda offers a systematic overview of the major issues trends and areas of priority in online distance education research In each chapter an international expert or team of experts provides an overview of one timely issue in online distance education summarizing major research on the topic discussing theoretical insights that guide the research posing questions and directions for future research and discussing the implications for distance education practice as a whole Intended as a primary reference and guide for distance educators researchers and policymakers Online Distance Education addresses aspects of distance education practice that have often been marginalized including issues of cost and economics concerns surrounding social justice cultural bias the need for faculty professional development and the management and growth of learner communities At once soundly empirical and thoughtfully reflective yet also forward looking and open to new approaches to online and distance teaching this text is a solid resource for researchers in a rapidly expanding discipline

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