

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

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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

**Neimann, Theresa, Felix, Jonathan
J., Shliakhovchuk, Elena, Hindman,
Lynne L.**



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 *Handbook of Open,*

Distance and Digital Education Olaf Zawacki-Richter,Insung Jung,2023-01-01 This open access handbook offers a one stop shop for both new and established researchers educators policy makers and administrators in the field of open distance and digital education ODDE to gain a comprehensive overview of the history theory and practice at all levels of ODDE and at the same time stimulates in depth discussions on various themes and issues of ODDE for today and future Researchers scholars and students in the field of ODDE can use this handbook as a major reference to conduct their own research and learning agendas To cover the field comprehensively the handbook is structured following the 3M framework developed by one of the chief editors Zawacki Richter The 3M framework categorizes the major research areas and issues in ODDE on three levels

Accordingly the handbook is divided into six sections in total two section at each of the three levels 1 Macro Level ODDE Systems and Theories 2 Meso Level Institutional Perspectives Management and Organization and 3 Micro Level Learning and Teaching in ODDE This is an open access book *Gender and Education [2 volumes]* Barbara J. Bank,2007-09-30 Exploring the intersection of gender and education this work includes entries that deal with educational theories research curricula practices personnel and policies but also with variations in the gendering of education across history and cultural contexts It includes discussions on gender as a social construction Quarterly Review of Distance Education Michael Simonson,Charles Schlosser,2017-10-01 The Quarterly Review of Distance Education is a rigorously refereed journal publishing articles research briefs reviews and editorials dealing with the theories research and practices of distance education The Quarterly Review publishes articles that utilize various methodologies that permit generalizable results which help guide the practice of the field of distance education in the public and private sectors The Quarterly Review publishes full length manuscripts as well as research briefs editorials reviews of programs and scholarly works and columns The Quarterly Review defines distance education as institutionally based formal education in which the learning group is separated and interactive technologies are used to unite the learning group *Preparing the Higher Education Space for Gen Z* Schnackenberg, Heidi Lee,Johnson, Christine,2019-05-15 Generation Z views participatory technological interfaces as an integral part of their lives Every experience in which they engage particularly schooling is viewed and experienced through that highly technological lens At no other time in higher education has the nature of teaching and learning experiences been so defined by the technological interactivity of its student population Thus higher education needs to change to meet the needs of the incoming groups of students and expand upon ways in which they learn communicate and experience information Preparing the Higher Education Space for Gen Z is an essential scholarly publication that delves into the specific challenges issues strategies and solutions that are associated with using participatory social media virtual communication and other Web 2 0 innovations in higher education and its particular implications for Generation Z Including topics such as digital participation learning environments and mobile technologies this book is ideally designed for higher education faculty administrators counselors professionals students researchers and academicians **Medical Education in Uncertain Times: Threats, Challenges, and Opportunities of COVID-19** Changiz Mohiyeddini,Stephen Francis Loftus ,Phyllis May-Ling Chua,2024-09-05 The World Health Organization declared coronavirus disease 2019 COVID 19 a pandemic on March 12 2020 As of July 20 2020 Covid 19 has infected more than 14 5 million people globally with over 600 thousand human lives lost These figures are rising exponentially and the long term impact of this pandemic is still unknown Therefore the WHO has issued guidelines for containing mitigating and limiting the negative impacts of this pandemic Obviously both Covid 19 and the extraordinary measures to contain it are having an enormous impact on medical education Globally the COVID 19 pandemic has forced medical education towards more online education approaches with implications for medical

educators and learners Grand Societal Challenges in Information Systems Research and Education Jan vom Brocke, Armin Stein, Sara Hofmann, Sanja Tumbas, 2015-04-04 This book examines how information systems research and education can play a major role in contributing to solutions to the Societal Grand Challenges formulated in The Millennium Project millennium project org Individual chapters focus on specific challenges review existing approaches and contributions towards solutions in information systems research and outline a research agenda for these challenges The topics considered in this volume range from climate change population growth global ICT availability breakthroughs in science and technology and energy demand to ethical decision making policymaking gender status and transnational crime prevention It is the first book to present ideas on how the Information Systems discipline can contribute to the solution on this wide spectrum of grand societal challenges **Empowering Minds: Adult Education in India** Khritish Swargiary, Kavita Roy, 2023-05-01 Empowering Minds Adult Education in India is a comprehensive exploration of adult education in India highlighting its importance historical context challenges success stories and policy recommendations The book sheds light on the critical role of lifelong learning and addresses the need for adult education in India s diverse and dynamic society The book begins by introducing the concept of adult education and its relevance in the context of India It delves into the historical background tracing the roots of adult education from pre independence to post independence efforts and policy initiatives The chapters that follow examine various adult education programs and initiatives including literacy programs skill development distance learning and nonformal education One of the significant sections focuses on the challenges and constraints faced by the adult education sector in India such as illiteracy socioeconomic barriers gender disparities and policy implementation challenges The book also highlights success stories and best practices from different regions of India showcasing innovative approaches partnerships and collaborations that have made a positive impact *Socioeconomics, Diversity, and the Politics of Online Education* Setzekorn, Kristina, Patnayakuni, Nainika, Burton, Tina, 2020-06-19 Education has until recently promoted social mobility broad economic growth and democracy However modern universities direct policy and resources toward criteria that exacerbate income inequality and reduce social mobility Online education can make education more socially geographically temporally and financially accessible impacting the higher education industry governments economies communities and society in general Thus education s shift away from scarcity affects the differential earnings and socio political influence of all concerned and online education impacts and is impacted by such shifting power structures Socioeconomics Diversity and the Politics of Online Education is a cutting edge research publication that explores online education s optimal design and management so that more students especially those traditionally underserved are successful and can contribute to their communities and society Additionally it looks at the political regulatory diversity and socioeconomic impacts on online education especially for online education demographic groups Featuring a wide range of topics including globalization accreditation and socioeconomics this book is essential for teachers administrators government

policy writers educational software developers MOOC providers LMS providers policymakers academicians administrators researchers and students interested in student retention and diversity and income inequality as well as promoting social mobility and democracy through accessible public education

Policy and Practice Challenges for Equality in Education Neimann, Theresa, Felix, Jonathan J., Shliakhovchuk, Elena, Hindman, Lynne L., 2021-09-10 Well educated populations are important aspects of any contemporary society as education increases national and global development and the positive expansion of communities to participate actively in civil matters also increases Educational equality is based on the principles of administrative competence and fairness of access and distribution of resources opportunities and treatment which ensures success for every person Ensuring equal access to quality education requires addressing a wide range of persistent inequalities in society and includes a stronger focus on how different forms of inequalities intersect to produce unequal opportunities or outcomes that affect marginalized and vulnerable groups Policy and Practice Challenges for Equality in Education takes a multifaceted look at issues of equality and inequality in education as related to policy practice resource access and distribution As such this book explores the potential practices in education that serve to mitigate and transform unproductive practices which have left societies scarred by social and educational inequalities The chapters provide a critical analysis of the manifestations of inequalities in various educational contexts and discerns how broader social inequalities are informed by education related matters This book is ideal for sociologists administrators instructors policymakers data scientists community leaders practitioners stakeholders researchers academicians and students interested in educational equality and the unique challenges being faced worldwide

Distance Learning Marcia L. Williams, Kenneth Paprock, Barbara Covington, 1999 The landscape for higher education is changing rapidly and distance learning is a key element in this upheaval In this practical and timely volume authors Marcia L Williams Kenneth Paprock and Barbara Covington provide clear commentary on the basic issues surrounding distance learning Distance Learning answers some of the key questions at the heart of new educational technologies What are the options available to institutions considering the addition of distance learning to their programs What is the most practical way to integrate new technologies with existing equipment For teachers what is the best way to minimize the loss of content and foster a positive learning environment without face to face contact An ideal introduction to the world of new educational technologies the guide is filled with case studies and built on an intuitive set of How do I questions Providing a strong foundation for teachers who need to teach from a distance it will be an invaluable sourcebook for teachers who need to know more about open and distance learning across any academic discipline

Decoding **Women Distance Education Challenges Opportunities**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its power to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Women Distance Education Challenges Opportunities**," a mesmerizing literary creation penned by a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

<https://ftp.barnabastoday.com/results/browse/HomePages/The%20Ultimate%20California%20Dog%20Bite%20Animal%20Attack%20Legal%20Survival%20Guide.pdf>

Table of Contents Women Distance Education Challenges Opportunities

1. Understanding the eBook Women Distance Education Challenges Opportunities
 - The Rise of Digital Reading Women Distance Education Challenges Opportunities
 - Advantages of eBooks Over Traditional Books
2. Identifying Women Distance Education Challenges Opportunities
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Women Distance Education Challenges Opportunities
 - User-Friendly Interface
4. Exploring eBook Recommendations from Women Distance Education Challenges Opportunities
 - Personalized Recommendations

- Women Distance Education Challenges Opportunities User Reviews and Ratings
- Women Distance Education Challenges Opportunities and Bestseller Lists
- 5. Accessing Women Distance Education Challenges Opportunities Free and Paid eBooks
 - Women Distance Education Challenges Opportunities Public Domain eBooks
 - Women Distance Education Challenges Opportunities eBook Subscription Services
 - Women Distance Education Challenges Opportunities Budget-Friendly Options
- 6. Navigating Women Distance Education Challenges Opportunities eBook Formats
 - ePub, PDF, MOBI, and More
 - Women Distance Education Challenges Opportunities Compatibility with Devices
 - Women Distance Education Challenges Opportunities Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Women Distance Education Challenges Opportunities
 - Highlighting and Note-Taking Women Distance Education Challenges Opportunities
 - Interactive Elements Women Distance Education Challenges Opportunities
- 8. Staying Engaged with Women Distance Education Challenges Opportunities
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Women Distance Education Challenges Opportunities
- 9. Balancing eBooks and Physical Books Women Distance Education Challenges Opportunities
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Women Distance Education Challenges Opportunities
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Women Distance Education Challenges Opportunities
 - Setting Reading Goals Women Distance Education Challenges Opportunities
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Women Distance Education Challenges Opportunities
 - Fact-Checking eBook Content of Women Distance Education Challenges Opportunities

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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