

Education as a Stimulus to Women's Leadership Roles: A Case Study of Charsadda District

SHEHLA KHAN

M.Phil Scholar, Department of Sociology, the University of Agriculture Peshawar, Pakistan

AZIZ ULLAH JAN

PhD Scholar Department of, University of Peshawar, Pakistan

DR. IHSAN ULLAH KHAN

Assistant Professor, Department of Sociology, University of Peshawar, Pakistan

PROF. DR. NIAZ MUHAMMAD

Chairman Department of Sociology, University of Peshawar

ABSTRACT

The study aims to scientifically enquire if there is any impact of education on promotion of women's leadership qualities. In other words, how factors like education contribute to leadership skills of women in patriarchal societies like the one existing in Khyber Pakhtunkhwa. For the purpose, the researchers—having chosen Charsadda District area where the total population was 96—collected primary facts through random sampling technique. In the first phase of the data analysis, frequency and percentages were found out through descriptive statistics in univariate whereas the bivariate data was analysed in the second phase by applying Chi-square test to see the association level between independent (educational roles) and dependent variables(women participation in active politics/women's leadership skills) in inferential statistics. It came to light that although women had some liberty, misinterpretation of religious beliefs prevail in the society barring them from potential leadership roles. All institutions should take the religious institution along, it's suggested, to help alleviate women problems as well as encourage them in various leadership roles.

Keywords; power; authority; Educational Roles; Women Participation in Active Politics

INTRODUCTION

Gender equality is the modern day slogan of developed world and they successfully achieve their goal. Gender related roles and status are different in various societies but considerably in developing nations females are restricted to household activities and male are feel-free to outside activities; such as politics, economy and other prestigious positions. Owing to these myths male play their role as a super ordinate and want to create glass-ceiling to sustain their position. While, in third world countries female have subordinate status and minimum access to various basic rights and opportunities. Which leads to gender gap and discrimination in various sphere of life (Begum, 2002).

In Pakistani context female have a very undermine status with great disappointment as having not merely narrow admittance to rudimentary facilities of survival but are also expose to numeral liabilities which male play a responsibility as a substitute of factual employed

force to add in the development process (Brand,1998 and Naz,2011). The study of Coleman,2004 have reported that women as the utmost ignored sector of our society with controlled movement for the purpose of occupation or work and contribution in overall tasks of the development. Whereas, cultural discrepancy is intensely working on transferring the practice of socialization which determines the men in leading status. Thus, the over-all world indicates the significance gender and especially women associated with in respect of its employment and progression in the arena of social life. In Indian culture gender development is similarly delimited to male supremacy with patriarchal reflection (Sadie, 1995; Hirway and Mahadevia, 1996).

Mostly women empowerments in Asian cultures are misconstrued and limit their performance to household events. But it mean that the capacity and aptitude to choose work. On the other hand, the level of approach to material and social means enable them truly empowerment in various segments (Coleman, 2004). Due to patriarchy system, Pakistani social structure creates a strong division of labour on gender basis in different activities.

Women are generally connected in performing restricted activities while a male has all the liberty to enjoy it. This inconsistency was found in all domain of human life such as lack of educational empowerment and political contribution where men are relishing socio-cultural hegemony over female in diverse domains (Tisdell, 2002).

LITERATURE REVIEW

Leadership is a very castoff word and can have numerous aspects with respect of period and space. This term has been hypothesized by diverse theorists, intellectuals and academicians consequently. These theories describe dissimilar aspects of leadership from various viewpoints; such as psychological, socio-cultural, political, and biological. Of them one of the utmost essential sociological explanation of Max Weber.

The Leadership has itself is a very broad nature idea and many concepts and classes of leadership be present. The women leadership is simply one outlet of the notion and can also be described in different methods. Because some recognize women leadership is a fact that female able to be a leader, while others researcher explain it from activist perspective and as a matter of egalitarianism and the right to have the similar opportunities. Sevral studies say, that it refers to specific feminine features that are valued in today's organizational structure. Whereas others think about that leadership would not be discriminated on the bases of female leadership at all. It is culturally required and variations occur over time, so it is

tough to give one meaning of it which spread over to all leadership. On the other hand, to realize the meaning of female leadership and its vital scope will be enlightened further (Palmu-Joronen, 2009).

The idea of general leadership encompasses of three features; individuals, objectives and influence. It is a prominent act to use and accomplishes goals. Because it is individual driven and the capacity to motivate them by different sort of support to accomplish the defined objectives of a social group and an organization (Daft, Kendrick and Vershinina, 2010).

The leadership can be understood as an instrument or a method of encouraging people for various aims to reach to their specific goal by the act of those motivated individuals. The dissimilar models of leadership originate from diverse methods of motivating individuals, various types of objectives and the nature of that organization. Therefore, leaders set the track for community members to start their organizational journey to future and encourage them to touch the specific objectives by definite method of function. The history reveals that great leaders never just lead whereas; they take part themselves and play their vital role as well. The leaders required to act upon on their ideas, as they straightforwardly arbitrated through their action, not by only leading (Hannagan, 2008).

Even though many females are playing and hold leadership position now a day than previously, the idea of a female as a leader is quite strange to numerous people, because men and woman alike. Because bring modifications in the view point of the people are very hard to gain the specified aims due to the cultural values and norms of leadership are definitely deep-seated. In the previous, the leadership chances for female was restricted to all community organizations such as sororities, religious organization, and female educational institutions, even there the heads of female's colleges were all times men (Inglehart & Norris 2003).

MATERIAL AND METHODS

The study was limited to the 75 % union councils of all the three Tehsils of District Charsadda. The respondents comprised of those women who had contested in local government elections in the targeted district. The primary facts were collected through simple random sampling technique where the total population, was 196 in the target area of the study. From the total population a sample size of 130councillers were taken through Sekaran (2010) sample size table. The secondary data shows that 196 women had contested in the local body elections in the study area. The total sample size was distributed into various Union Councils on the

proportionate basis. To obtain the prime data interview schedule (see annexure-1) was developed in light of the objectives and different variables discussed in the literature review. To check the relevancy and reliability the tools for data collection was pre-tested for refining and accuracy. The interview schedule was used because all of the respondents were not educated and were not knowable about the depth of the questions to solve by their self. After the collection of the primary data then the researcher analyzed the empirical data through SPSS (Statistical Package for Social Sciences).

The data were analyzed in two phases in the first phase of the analysis the frequency and percentages have come out through descriptive statistics in Univariate and the Bivariate data were analyzed by applying Chi-square test to see the association level between independent (educational, socio-cultural, gender stereotyping, religion and familial) and dependent variables(women participation in active politics) in inferential statistics. The primary facts were analyzed through using proper statistical techniques i.e. Univariate and Bivariate level respectively .The bivariate level, Chi square χ^2 test would be used to determined the relationship between dependent variable (women participation in active politics) and independent variables ((educational roles). To determine the association level the following process was adopted to calculate chi-square as was outlined by Mc call and Robert (1975).

Univariate Analyses

Table 1

Female Education Related to their Participation in Politics

S. No	Statement	Yes (%)		No(%)		Neutral(%)		Total
1	Education is necessary for women to participate in politics	117	90.0	08	6.2	05	3.8	130
2	Upper-class women are more educated and have an influential role in the politics	111	85.4	09	6.9	10	7.7	130
3	Women councillors know the work structure, roles, and responsibilities of their positions.	109	83.8	12	9.2	09	6.9	130
4	Women feel hesitation while communicating with the political community	107	82.3	13	10.0	10	7.7	130

5	Women councillors share their views regarding various issues easily in meetings	18	13.8	101	77.7	11	8.5	130
6	Educated women are more social than uneducated women	100	76.9	16	12.3	14	10.8	130
7	Educated women can brought positive changes in the politics	109	83.8	11	8.5	10	7.7	130

Table – 1 shows the different aspects of female participation in politics in district Charsadda Khyber Pakhtunkhwa Pakistan. The majority of the female respondents (i.e.90.0 percent) reported that education is very necessary for women to participate in politics, whereas, 6.2 percent respondents said that women education is not necessary to participate in politics. The remaining 3.8 percent of respondents not showed their opinion regarding women education. In another statement, the majority of the respondents (i.e. 85.4 percent) told that upper-class women have more influential role in politics. Some of the respondents i.e. 6.9 percent were of the view that upper-class women had no influential role in politics while the remaining 7.7 percent of respondents not showed their opinion about the statement. Moreover, the majority of the female respondents i.e. 83.8 percent said that women councillors know their responsibilities in political activities where 9.2 percent respondents told that most of the time they not participated in political activities and did not know the advance structure of their responsibilities. The remaining 6.9 percent of respondents did not show their opinion. Furthermore, the majority of the respondents i.e. 82.3 percent of respondents provided information that they felt hesitation when they communicate with the political community in Pakhtun society. The second largest portion of the respondents i.e. 10.0 percent told that they did not feel any type of hesitation when they communicate with the political community while the remaining 7.7 percent respondents did not show their opinion. In a statement majority of the respondents i.e., 77.7 percent told that they did not participate easily in meeting to share the issues facing by the entire community where 13.5 percent respondents said that they easily shared their views on any type of societal issues facing by their mass. In remaining 8.5 percent the responses of the sampled population were neutral. In another statement majority of the respondents i.e. 76.9 percent replied that educated women are more social as compared to uneducated women where 12.3 percent respondents said that there is no tool to measure that which women are social and which one is not social they were of the view that family socialization is responsible for positive behaviour not only the education. The rest 10.8 percent of respondents replied that they did not differentiate between social an

unsocial women due to education. In the last statement of the variable majority of the respondents i.e., 83.8 percent said that due to education women can change the traditional pattern of politics. The second largest sampled population i.e. 8.5 percent were of the view that only education cannot change the old way of politics while the rest of the respondents i.e. 7.7 percent did not shared their opinion.

Bivariate Analysis

Table 2

Association between Education and Women Participation in Politics

Statement		Women Participation in Politics			Total (%)	Statistics
		Yes (%)	No (%)	Neutral (%)		
Education is necessary for women to participate in politics	Yes	58(44.6)	54(41.5)	05(3.8)	117(90.0)	(p=0.010) ($\chi^2=13.3$)
	No	03(2.3)	05(3.8)	00	08(6.2)	
	Neutral	02(1.5)	01(0.8)	02(1.5)	05(3.8)	
	Total	63(48.5)	60(46.2)	07(5.4)	130(100)	
Upper-class women are more educated and have an influential role in the politics	Yes	58(44.6)	48(36.9)	05(3.8)	111(85.4)	(p=0.021) ($\chi^2=11.526$)
	No	01(0.8)	08(6.2)	00	09(6.9)	
	Neutral	04(3.1)	04(3.1)	02(1.5)	10(7.7)	
	Total	63(48.5)	60(46.2)	07(5.4)	130(100)	
Women councilors know the work structure, roles and responsibilities of their positions	Yes	57(43.8)	49(37.7)	03(2.3)	109(83.8)	(p=0.001) ($\chi^2=17.933$)
	No	05(03.8)	06(4.6)	01(0.8)	12(9.2)	
	Neutral	01(0.8)	05(3.8)	03(2.3)	09(6.9)	
	Total	63(48.5)	60(46.2)	07(5.4)	130(100)	
Women feel hesitation when communicating with political community	Yes	51(39.2)	54(41.5)	02(1.5)	107(82.3)	(p= 0.000) ($\chi^2=23.659$)
	No	08(6.2)	01(0.8)	04(3.1)	13(10.0)	
	Neutral	04(3.1)	05(3.8)	01(0.8)	10(7.7)	
	Total	63(48.5)	60(46.2)	07(5.4)	130(100)	
Women councillors share their views regarding various issues easily in meetings	Yes	04(3.1)	10(7.7)	04(3.1)	18(13.8)	(p=0.001) ($\chi^2=18.240$)
	No	56(43.1)	42(32.3)	03(2.3)	101(77.7)	
	Neutral	03(2.3)	08(6.2)	00	11(8.5)	
	Total	63(48.5)	60(46.2)	07(5.4)	130(100)	
Educated women are more social than uneducated women	Yes	54(41.5)	43(33.1)	03(2.3)	100(76.9)	(p=0.001) ($\chi^2=17.816$)
	No	03(2.3)	09(6.9)	04(3.1)	16(12.3)	
	Neutral	06(4.6)	08(6.2)	00	14(10.8)	
	Total	63(48.5)	60(46.2)	07(5.4)	130(100)	
Educated women can be brought positive changes in the politics	Yes	55(42.3)	50(38.5)	04(3.1)	109(83.8)	(p=0.035) ($\chi^2=10.378$)
	No	05(3.8)	03(2.3)	03(2.3)	11(8.5)	
	Neutral	03(2.3)	07(5.4)	00	10(7.7)	
	Total	63(48.5)	60(46.2)	07(5.4)	130(100)	

The figures in the above table denote frequency while figures in parenthesis denote percentage. The symbol (P) represents the significance level and (χ^2) represents the value of chi square.

The Table – 2 is about the association between education and women participation in politics in District Charsadda Khyber Pakhtunkhwa, Pakistan. A significant association ($p=0.010$) was found between education is necessary for women to participate in politics and women participation in politics. Furthermore, a significant association ($p=0.021$) was found between the upper-class women are more educated and have an influential role in the politics and women participation in politics. The results were supported by the research findings of Rizvi (1980) and Villaluz (2000) education is very important for women if one female can get an education it means that she will educate the whole family and it will be directly proportional to educate the whole society. Education is very important for any female to want to participate in politics. In developing countries, specifically in patriarchal societies upper-class women are more educated as compared to lower class families. The upper-class people have a lot of resources they utilized that resources in achieving quality education which is not possible for lower class women. On the basis of the differences of education for both lower and upper-class women then there are multiple chances of upper-class women to take part in politics.

Additionally, a significant association ($p=0.001$) was observed between women councillors know the work structure, roles, and responsibilities of their positions with women participation in politics. The result showed that most of the women councillors 83.3% know their responsibility that how to deal and solve the societal problems, while 9.2% of the women councilors did not agree with the statement. However, the rest 6.9% did not give their opinion about the work structure, roles and responsibilities of the women councillors. The findings of Marilyn Loden (1985) supported the above result of the statement according to Marilyn Loden, women have the capability to solve the problems of the community. They know the work structure their role and responsibilities because with the public help they get that higher position in politics. They have their own jurisdiction where they have to emphasize and trying their best to unravel the glitches of the society.

Moreover, a highly significant association ($p=0.000$) was found between women participation in politics and women feel hesitation when communicating with the political community. In addition a significant association ($p=0.001$) was found with women

participation in politics and women councilors share their views regarding various issues easily in meeting with women participation in politics. The result shown 82.3 councilors are agreed, 10 % are not agreed and the rest of 7.7 are neutral. Results of the statements were supported by Morna (2002) and Hussain and Siddiqui (2002). They mentioned in their studies that it is quite difficult for women to participate in political meetings in patriarchal societies. Most of the women face hesitation when they communicate with their colleagues or political community because in male dominant societies they did not give proper time and attention to women to communicate or share their views in meetings. Likewise in Pakhtun society, there is also male dominance where all the decisions taken by the male members of the society. Mostly they did not allow women to participate in politics but if any female partakes in politics the political leaders did not give them proper attention.

Similarly, a significant association ($p=0.001$) found between educated women are more social than uneducated women and women participation in politics, 76.9 are agree and 12.3 are disagree and the rest of councilors are neutral. Furthermore a significant relationship ($p=0.035$) was observed that educated women can brought positive changes in the politics and women participation in politics in the Pakhtun belt of district Charsadda. The above results of the statements were in line with the research findings of Rizvi (1980) and Villaluz (2000). They found in their studies that education is very imperative for every inhabitant of society because in this contemporary world education is contemplated as the key to development. Women are more than half of the population of the world if any society educates their women it is directly proportional to the development of that society. Educated women can play an important role to bring some positive changes in the political arena of society. It is eventually that educated women will be more socialize than uneducated women.

Conclusion

The study was conducted with the main objective of assessing factors affecting women's leadership roles. It's explored that attainment of education among womenfolk has definitely played its role in women empowerment in several contexts. It was, for instance, observed, that educated women were more social than their uneducated counterparts, enabling the former to bring positive change to the society at large. Also, educated women are more active in various political spheres making them more empowered as compared to uneducated womenfolk. It must be added in the same breath that educated womenfolk are also more confident to take leadership roles and prove their mettle against their male counterparts in

active politics, since it was observed that most educated women councilors in the selected areas were well-versed in day to day political affairs they were dealing in their political offices. However, we should not lost sight of the fact that religious beliefs have been misinterpreted in the society particularly in the Pakhtun belt impairing the women education cause as well as their subsequent leadership roles.

REFERENCES

- Begum, A.G. 2002. Measuring socio-economic gender inequality in: Towards an alternative to the UNDP gender-related development index. Working Paper Series. Instt. of SocialStudies.
- Daft, R. L., Kendrick, M., &Vershina, N. 2010. Management. UK. *Cengage Learning EMEA*.
- Hannagan, R. J. 2008. Gendered political behavior: A Darwinian feminist approach. *Sex Roles*, 59(7-8), 465-475.
- Hirway, I. and Mahadevia, D. 1996. Critique of gender development index towards an alternative. In: *Economic and Political Weekly*. 31: 43.
- Mc Call, P. and Robert, B. 1975. Fundamental statistic for psychology 2nd edition. Harcourt brace Jovanovich, Inc, (New York, USA).
- Inglehart &Norris, P. 2013. Women's legislative participation in Western Europe. In *Women and Politics in Western* (pp. 98-112). Routledge.
- Palmu-Joronen, A. L. 2009. Nokia-vuodet. *Mitäjohtamisestavoiooppia*. Jyväskylä. *AtenaKustannusOy*.
- Sadie, Y. 1995. Affirmative action in South Africa; a gender development approach. *Africa Insight*. 25:3: 180-185
- Sekaran, U. 2010. Research Methods For Business: A Skill Building Approach Singapore: John Willey danSonc.
- Tisdell, C. 2002. Poverty and economically deprived women and children, theories Emerging policy issues and development. *International journal of Social Economics* 29(1/2):73-86