

Educational Factors Affecting Women Leadership: A Case Study of District Charsadda

Abstract

In Pakhtun society, specifically in district Charsadda women have to face much more misery to take part in politics. The primary facts of vote casting were collected through simple random sampling as a technique of probability sampling where the total population was 196 in the target area of the study. The data was analyzed in univariate analyses through descriptive statistics to find out the frequency and percentages of the data. The bivariate data were analyzed by applying the Chi-square test in inferential statistics to determine association between dependent and independent. A significant association ($p=0.001$) found between educated women are more social than uneducated women and women participation in politics. The study recommended that although women had liberty, however religious misinterpretation was in prevalence.

Keywords: *Power; Authority; Educational Roles; Women Participation in Active Politics*

INTRODUCTION

Women's participation in politics as compared to men is restricted in District Charsadda and a fallacy over women's status and low performance is still prevalent. The government has introduced a number of policies for bringing the women at par yet women are still lagging behind in their level of participation in politics. Women in the political arena at the grass root level have proved somewhat successful. The recently introduced devolution paradigm also focuses on women's participation in the local bodies for the purpose of mainstreaming the social fabric at the grass root level and ensure that women participate. This study intends to highlight the prospective role being performed by women while participating in the political process.

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Furthermore, it would also attempt to explore the true possibility of whether women can be a proper substitute for men in politics (Hussain et al, 2002).

Gender equality is the modern-day slogan of the developed world and successfully achieves its goals. Gender-related roles and status are different in various societies although in developing nations women are restricted to household activities while men have the freedom to perform outside activities such as politics, economy and working on prestigious positions. Owing to the myths, men play their role as a superordinate to create a glass-ceiling to sustain their position, while women have a subordinate status and minimum access to various basic rights and opportunities that lead to gender gap and discrimination in various spheres of life (Begum, 2002). In the Pakistani context women have a very undetermined status with great disappointment; they not only have a narrow admittance to rudimentary facilities of survival but are also exposed to numerous liabilities while men play a responsibility as a substitute of factual employed force to add in the development process (Brand,1998; Naz, 2011). The study of Coleman (2004) has reported that women are the most ignored group of our society with controlled movement for the persistence of occupation or work and contribution in overall tasks of development. Cultural discrepancy is responsible for transferring the practice of socialization which determines the men in leading status. Thus, the world indicates the significance of gender and especially women associated with employment and progress in the arena of social life. In Indian culture, gender development is similarly delimited to male supremacy with patriarchal reflection (Sadie, 1995; Hirway & Mahadevia, 1996).

Most women empowerment in Asian cultures is misconstrued and limits their performance to household events. This means the capacity and aptitude to choose work. On the other hand, the level of approach to material and social means enables them to be truly empowered in various segments (Coleman, 2004). Due to the patriarchal system, Pakistani social structure creates a strong division of labor on gender basis in different activities (Kivoi, 2014). Women are generally concerned with performing restricted activities while a man has all the liberty to enjoy it. This inconsistency was found in all domains of human life such as lack of educational empowerment and political contribution where men are relishing socio-cultural hegemony over women in diverse domains (Tisdell, 2002).

LITERATURE REVIEW

Leadership can have numerous aspects with respect to 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, sociocultural, political, and biological. Leadership itself has a very broad nature with many concepts and classes of leadership and women's leadership is simply one outlet of the notion which can also be described in

different ways. Some people recognize women’s leadership as a fact, while other researchers explain it from an activist perspective and as a matter of egalitarianism and the right to have similar opportunities in active politics. Several studies report that it refers to specific feminine features that are valued in today's organizational structure, whereas others think that leadership should not be discriminated against on the basis of female leadership at all. This is a cultural requirement and variations occur over time, so it is tough to give one meaning to it which spans all of leadership.

The idea of general leadership encompasses three features; individuals, objectives, and influence. It is a prominent act to use and accomplishes goals, since it is individual driven and there is capacity to motivate them through different kinds of support to accomplish the defined objectives of a social group and an organization (Daft, Kendrick & Vershinina, 2010). Leadership can be understood as an instrument or a method of encouraging people to reach their specific goal through the actions of 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 the future and encourage them to touch the specific objectives by the definite method of function. History reveals that great leaders never just lead but they take active part themselves and play a vital role as well. Leaders are required to act upon their ideas, as they straightforwardly arbitrate through their actions, not only by leading (Hannagan, 2008).

Educational Gender Gap, Participation of Active Politics and Participation of work Force.

Statements	Male	Female	Space	Rand in world
Literacy rate				122 out of 134 countries
Pakistan	67.0	42.0	25.0	Global Gender Gap Index
Population ever attended school				
Pakistan	69.0	44.0	25.0	
Labor force participation				127 out of 128 countries
Pakistan	70.1	19.1	51.0	Gender Competitiveness Index
Political participation				50 out of 134 countries
National Assembly	79.0	21.0	58.0	Global Gender Gap Index
Senate	82.0	18.0	64.0	

Source: GOP (2008), GOP (2007), GOP (2007a), GOP (2006),

The gender gaps of male and female participation in politics are shown in the table. Even though many more women currently hold leadership roles than previously, the idea of a female as a leader is strange to numerous people. Altering the point of view of the people is very difficult to achieve specifically since cultural values and the norms of leadership are deep-seated. This is why, in the past, leadership chances for women were restricted to community organizations such as sororities, religious

organizations, and female educational institutions (Inglehart & Norris 2003).

RESEARCH METHODOLOGY

The study was limited to 75 % union councils of the three Tehsils of District Charsadda of Khyber Pakhtunkhwa. The respondents comprised of those women who had contested in local government elections in the targeted district. Primary facts were collected through a simple random sampling technique where the total population was 196 in the target area of the study. Of the total population, the sample size of 130 councillors was taken through Sekaran (2010) sample size table. Secondary data shows that 196 women had contested in the local bodies elections in the target area. The total sample size was distributed into various Union Councils on a proportionate basis. To obtain primary data, interview schedule (see annexure-1) was developed in the light of the aim and different variables discussed in the literature review. To check the relevancy and reliability, the tools for data collection were pre-tested for accuracy. The interview schedule was used because, all of the respondents were not educated and thus could not gauge the depth of the questions or respond to them on their own.

After the collection of the primary data, the researcher analyzed the empirical data through SPSS. The data were reviewed in two phases of univariate and bivariate forms; in the first phase of the analysis the frequency and percentages were considered through descriptive statistics. Univariate and bivariate data were analyzed by applying the Chi-square test to check 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 levels respectively. The bivariate level, Chi-square χ^2 test were used to determine the relationship between the 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 outlined by McCall and Robert (1975).

RESULTS & DISCUSSION:

Uni-Variate Analyses

Female Education Related to their Participation in Politics

S. No	Attributes	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 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 bring positive changes in politics	109	83.8	11	8.5	10	7.7	130

This table shows the different aspects of female participation in politics in district Charsadda of 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 of respondents said that women’s education is not necessary to participate in politics. The remaining 3.8 percent of respondents did not express their opinion regarding women education. In another statement, the majority of the respondents (i.e. 85.4 percent) believed that upper-class women have a more influential role in politics. 6.9 percent of the respondents were of the view that upper-class women had no influential role in politics while the remaining 7.7 percent of respondents did not express 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 of respondents reported that most of the time women did not participate in political activities and did not know the advance structure of their responsibilities. The remaining 6.9 percent of respondents did not express their opinion. Furthermore, the majority of the respondents i.e. 82.3 percent of respondents provided information that they felt hesitation in communicating 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 communicated with the political community while the remaining 7.7 percent of respondents did not air their opinion. In yet another statement, the majority of the respondents i.e. 77.7 percent stated that they did not participate easily in meeting to share the issues faced by the entire community whereas 13.5 percent of respondents said that they easily shared their views on any type of societal issues faced by the masses. Of the remaining 8.5 percent the responses of the sampled population were neutral. In another statement, the majority of the respondents i.e. 76.9 percent stated that educated women are more social as compared to uneducated women whereas 12.3 percent respondents said that there is no tool to measure whether women are social or not. They were of the view that

family socialization is responsible for positive behaviour and not education. The remaining 10.8 percent of respondents replied that they could not differentiate between social and unsocial women on the basis of 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 share their opinion.

Bi Variate Analysis

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 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 councillors 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 the 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 bring positive change in 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 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 test.

The given table is about the association between education and women's participation in politics in District Charsadda of Khyber Pakhtunkhwa, Pakistan. A significant association (P=0.010) was found between the necessity of education for women to participate in politics and women's participation in politics. Furthermore, a significant association (P=0.021) was found between the upper-class women who are more educated and have an influential role in politics and women's participation in

politics. The results were supported by the research findings that 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 educating the entire society. Education is very important for any woman who wants to participate in politics. In developing countries, specifically in patriarchal societies upper-class women are more educated as compared to lower class families, since upper-class people have a lot of resources that they utilize in achieving quality education and this is not possible for lower-class women. Based on the differences in education for both lower and upper-class women, there are multiple chances for upper-class women to take part in politics (Rizvi, 1980; Villaluz, 2000).

In this study, a significant association ($P=0.001$) was observed between women councillors knowledge of the work structure and the roles and responsibilities of their participation in politics. The result showed that most of the women councillors i.e. 83.3% know their responsibility in dealing with and solving societal problems, while 9.2% of the women councillors did not agree with the statement. Also, 6.9% did not give their opinion about the work structure, roles, and responsibilities of the women councillors. The above statement was supported by the findings of Marilyn (1985) that women can solve the problems of the community. They know the work structure and their roles and responsibilities because with the public's help they get higher positions in politics and they have the jurisdiction to unravel the glitches of society.

A highly significant association ($P=0.000$) was found between women's participation in politics and their hesitation in communicating with the political community. Besides this a significant association ($P=0.001$) was found with women's participation in politics and women councillors sharing their views regarding women's participation in politics. The results show that 82.3 councillors agreed, 10 % did not agree and the remaining 7.7 % stayed neutral. The results of the statements were supported by Morna, 2002 and Hussain & Siddiqui, 2002 who mention in their studies that it is difficult for women to participate in political meetings in patriarchal societies. Most 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.

A significant association ($p=0.001$) was also found between educated women being more social than uneducated women and women's participation in politics, 76.9 are agreed and 12.3 are disagreed and the remaining councillors are neutral. Furthermore, a significant relationship ($p=0.035$) was observed between educated women bringing positive changes in politics and women's 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; & Villaluz, 2000 which reveal that education is imperative for every inhabitant of society since the contemporary world views education as the key to development. Women are more than half of the population of

the world and 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 positive changes in the political arena of society.

CONCLUSION

The study titled, “Educational Factors Affecting Women’s Leadership: A Case Study of District Charsadda” was conducted in Tehsil Charsadda with the main objective of ascertaining the educational factors affecting women’s participation in politics. The study concluded that for the evolution of democratic values in politics, society needs a proper educational system to develop human resource with productive efficiency. This is because on the basis of education the problems related to political front can be remediated easily. The study also found that men had an open recognition of women and adjusted them as true managers for executing various development projects. This was done despite maximum involvement of the troubling factors of patriarchy as a rigid part of Pakhtun culture. The study recommended that the political participation of women can encourage women to address their issues and solve them according to their own wishes and desires. This would improve women’s status, which in turn would play a dynamic role in participation in active politics.

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