A PHENOMENOLOGICAL STUDY OF GENDER STEREOTYPING OF EDUCATIONAL LEADERS AT SECONDARY SCHOOL LEVEL

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NATIONAL UNIVERSITY OFMODERN LANGUAGES

ISLAMABAD

OCTOBER, 2021

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M.Ed. University of Sargodha, Sargodha 2017

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF PHILOSOPHY

In **Education**

To

DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES

NATIONAL UNIVERSITY OF MODERN LANGUAGES,
ISLAMABAD

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NATIONAL UNIVERSITY OF MODERN LANGUAGES   **FACULTY OF SOCIAL SCIENCES**

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Registration #:1509-MPhilEduS18

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ABSTRACT

Thesis Title: A Phenomenological Study of Gender Stereotyping of Educational

Leaders at Secondary School Level

This Interpretive Phenomenological study was undertaken to examine the experiences of a selected group of male and female educational leaders regarding gender stereotypes who were working in public sector secondary schools. The main purpose of this study was to identify and explore the phenomenon of "gender-based stereotyping" as a lived experience of both male and female senior school principals or educational administrators in public sector secondary education schools in Wah Region. The study was designed to emphasize the gender-based stereotypes which challenged them during their career as secondary school administrators. It also intended to enlist the measures which effectively helped both male and female educational leaders in catering those challenged which they faced based on their lived experiences. It used the psychological mechanism of the Stereotype Theory and the Attribution Theory as theoretical framework where the focus was on characteristics which are stereotypically associated with both the sexes as educational leaders.

The study was conducted in qualitative research paradigm and Interpretive Phenomenology was used as research design. The researcher purposively selected twelve male and female participants for the study. Semi-structured interviews were conducted and the interview transcripts were analysed for structural elements or master themes, using interpretive phenomenological analysis (IPA) as a guide.

The findings suggested that both male and female educational leaders have experience gender stereotypes during their journey as principals. They also listed a number of gender-specific challenges related to educational enhancement including

posting transfer, distribution of task, workload, dealing with opposite gender, financial management, social pressures, organizational culture and workplace harassment. The participants also listed some measures which helped them in catering the gender stereotypes and being successful educational leaders. The findings of the study suggest several avenues for future research that will continue to increase the understanding of this phenomenon.

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LIST OF ABBREVIATIONS

SDGs   Sustainable Development Goals

IPA   Interpretive Phenomenological Approach

UNSDF   United Nation Sustainable Development Framework

FGEI   Federal Government Educational Institutions

UN   United Nations

DDO   Drawing and Disbursing Officer

TTC   Teacher Training Centre

RDC   Regional Developmental Committee

TGT   Trained Graduate Teacher

BPS   Basic Pay Scale

TEFL   Teaching English as a Foreign Language

DEO   District Education Officer

NOC   No Objection Certificate

ACKNOWLEDGEMENTS

First and foremost, I want to thank Allah Almighty for giving me the strength to persist towards obtaining my MPhil Degree. I am deeply grateful for the blessings He showered upon me especially during past two years. There are numerous individuals who helped me in completing this study but I would like to acknowledge few of them here, who in particular, inspired and helped me throughout this journey. In this regard, I am very grateful to Dr. Shahid Siddiqui whose book "Language, Gender and Power" inspired the idea of this study at first place. His continuous guidance and support have been there throughout the study. Next, I would like to acknowledge the efforts of my supervisor- Dr. Wajeeha Aurangzeb whose loving and affectionate presence guided me at every step and motivated me to complete this work in befitting manner. I really appreciate the time you would always take out of your schedule to simply call and ask "how is your work going?". Here, I would also like to mention the helpful guidance of Dr. Yasir Hussain, who guided me in procedural steps for data analysis and boosted my confidence with his encouraging remarks. I would also extend my gratitude to my teachers: Dr. Marium Din, Dr. Saira Nudrat, Dr. Sajid Ali Yousaf Zai, Dr. Farkhanda Tabassum, Dr. Khushbukht Hina and Dr. Sufiana Khatoon Malik who helped me in building the foundation of this study during the course work in past two years.

I also want to thank the twelve male and female principals who participated in my study and shared their experiences candidly. Without your time and support, I would not have been able to complete this work. I wish each of you the best in all of your future endeavours.

In the end, I would like to acknowledge the help and support of my fellow MPhil scholars especially Nida Shahzad, Muhammad Kazim, Faiza Khurshid, Rashida Faiz,

Ishrat Mehtab, Zahid Mehmood Rana and Bushra. You guys have been awesome. I am blessed to have such a strong support system. Thank you for being there with me over the years. We have been through the storm together. I am blessed to have each one of you in my life.

Last, but not least, my family. Thank you for your continuous love, support, and prayers throughout this journey.

Sara Siddique

DEDICATION

I dedicate this dissertation to my father- Muhammad Siddique (late). Although, he has parted with me, in body, ten years back but his spiritual presence has always been a source of motivation and inspiration to fight through all the hardships of life.

CHAPTER 1

INTRODUCTION

Since the day of its conception, mankind has attributed different roles to male and female in carrying out the worldly affairs (Eckert & McConnell-Ginet, 2013). These roles have been stereotypically fixed deep down in our mindset that we as humans are not willing to adapt with the passage of time. The main sources of this segregation are social norms, religious teachings and literature that have reinforced this concept again and again (Bergvall, 2014). These sources have drawn a clear line for what men and women ought to do in society or what are the socially acceptable attributes which are expected from them based on their gender. The opportunities given to boys and girls are usually based on the expectations that society demands from them based on their gender which sometimes restrict them to think beyond the stereotypical opportunities provided to them (Siddiqui, 2014).

Leadership is one such attribute which has more masculine connotation (Gill, 2009). More traditionally, the role of leadership is associated with men which has been justified by stating subjective attributes of their personality by generalizing them as a sort of competence or skill which hypothetically women are devoid of. Hence, women in the role of leaders are considered an exception and strictly measured on the scale of masculine attributes which are associated with leadership. According to Schein (2001), gender is just one of the bifurcations which can relegate a person in acquiring and sustaining the position of leadership but its effect and impact is very much universal which transcends beyond the national borders and chronology of time. Throughout the history, the leadership attributes are stereotypically associated with masculinity. Gender has played a vital role in determining the eligibility for leadership as women were considered outsiders. Hegemonic masculinity has been typically used as a medium

which sometimes intentionally or unintentionally impact our expectations from a leader and what they 'should' do (Hyde, 2014). This may result in making the women feel or being looked at as by the bystanders or a kind who is like outsider in the role of leadership.

Many studies carried out in a number of countries have identified and listed similar gender barriers when it comes to leadership but majority of the research has been conducted in corporate sector. Most of the studies focus on the social perspective towards leaders in their role from the binoculars of fixed gender (Macarie & Moldovan, 2012). Hence, the perspective can be subjective. There is a substantial amount of scholarly literature which also depicted the lived experiences of male and females from their perspective as well but they are specific to the social setups which they lived in (Glass & Cook, 2016). Their experiences cannot be generalized hence, the need to explore such issues in different social contexts is plausible.

The educational context which is more typically considered as female dominating profession especially in developing countries like Pakistan is yet to be explored in the given context as very few studies are conducted showing the lived experiences of both males and females working at management level (Nadeem & Abbas, 2009). A substantial amount of literature concerning gender-based stereotypes in social setup and organizational context have been found where majority of the studies are conducted from the perspective of gender inequality faced by women. Very few studies pertaining to the educational context are found which reflect the perspective of educational leaders on gender stereotyping phenomenon and explore the challenges which both male and female educational leaders are facing as lived experience.

This research increased the understanding of gender-based stereotypes with the focus on gender equality which is much needed in order to achieve fifth Sustainable

Development Goal ("Pakistan's challenges: Sustainable Development Goals, 2015-2030," 2019) which addresses gender equality in terms of opportunities. There is a need to promote gender equality in Pakistan for social and economic development so that we could achieve the Sustainable Development Goals (SDGs) in the upcoming years. It also highlighted the existing gender stereotypes and challenges which are prevailing in educational setup and suggested measures to counter them. This study was based on interpretive phenomenological approach that qualitatively reconnoitered in detail, the way participants deciphered their individual and societal world with prime focus on the denotations of specific experiences, proceedings and situations related to gender-based stereotypes which they lived in. The population consisted of 14 male and female principals who through self-created semi-structured interviews shared their opinion and experience related to gender-based discrimination and stereotypes they encountered or challenges they faced in their work place. The data was analyzed through the lens of Interpretive Phenomenological Approach (IPA) in order to generate shared patterns and themes from the transcription of interviews. These themes were clustered in the perspective of the Stereotype Theory and the Attribution theory to identify and list the stereotypes which these educational leaders faced. It also suggested the ways that the subjects used to encounter these stereotypes to sustain their position in their particular working environment.

1.1 Rationale of the Study

Gender inequality is widely recognized phenomenon across the globe in social, cultural and professional context. The phenomenon of gender stereotyping has been highlighted through scholarly literature where females have been recognized as subjugated sex having inequal access to opportunities. The same inequality is persistent in Pakistan which invites the attention to explore this phenomenon further especially

when Pakistan is among the first countries who signed the United Nation Sustainable Development Framework (UNSDF) and adopted the SDGs as National Development Goals. The fifth goal is based on attaining gender equality in terms of equal opportunities for both the genders so that they could work for the better development of country. There is a need to address the gender-based inequality, discrimination and stereotyping in Pakistan to promote gender equality in every wake of life including leadership positions. This reinforces the need for exploration of this topic in every professional field especially education.

In order to set the boundary of this study, with a broad perspective the related literature was studied which streamlined the themes of discrimination, abuse, inequality, stereotyping and women rights with reference to local context. The focus of this study was narrowed down to educational setup as more typically this field is considered female oriented compared to other fields so that it could be explored in a context where there is less likely that women are underrepresented. Many studies concluded that women working in leadership positions are confronting more challenges based on their gender in different fields and men outnumber their representation but in Educational Set-up where women outnumber men, there is a dire need to explore that either of these sexes are faced with discrimination based on their gender or not irrespective of their numeric representation. Being an educational administrator and a female, I have often felt that the perception of higher administration towards allocation of duties including the representation in policy revision committee, procurement projects and professional development opportunities has not been based on equity. The organization marginalizes the individuals based on their gender rather than professional competency. The same exists in educational setup. Hence, a need arises to conduct studies in order to reconnoiter the discernments and lived experiences of individuals as

well as society in general towards the role of leadership based on their gender. This provides me substantial ground to further explore the topic in our educational context.

1.2   Statement of the Problem

Numerous barriers to gender equality in every profession substantially prevail in every society. Being a strong gender- gapped society as literature suggested, our perceptions can be biased toward the allocation of roles for either gender especially leadership role. The organization marginalizes the individuals based on their gender rather than professional competency. Like every other profession, gender-based stereotyping also prevails in educational organizations especially in management or administrative posts. In third world countries where the society is more patriarchal compared to western countries, the stereotype face of a leader is more masculine even in educational setup which though, is considered more female oriented profession. Many researches pertaining to this theme either explore the notion from the perspective of feminism or society in general. Very less insight has been presented from the perspective of both sexes as a lived experience. Subsequently, there was a need to yield awareness on the subject gender-based stereotyping faced by both the sexes as a lived experience to determine the challenges they faced being educational leaders. This provided me substantial ground to further explore the topic in our educational context.

This study identified and explored the phenomenon of "gender-based stereotyping" as a lived experience of both male and female senior school principals or educational administrators in public sector secondary education schools in Wah Region. The study was designed to emphasize the gender-based stereotypes which challenged them during their career as secondary school administrators. It also explored gender-based biasness and perception towards educational leadership in public sector

secondary level institutions from the perceptive of both males and female educational leader as a lived experience. The data collected through this study provided the information related to gender-based discrimination, inequality persisting in educational organizations painting a way towards the need for equality in opportunities. It also determined the challenges which were faced by the subjects and the measures they took to cater the situation.

It also addressed the nature of stereotypes and identified them as descriptive or prescriptive from the perspective of these administrators as they experienced them. As a researcher, I chose to exclude the higher management and (e.g. general staff officers, director academics and director general) as they can have a fixed perception about both male and female administrators which might or might not have affected their decisions in allocating discriminatory roles and responsibilities based on gender.

1.3   Nature of the Study

This part explains the nature of the study which includes the elaboration of main features of qualitative research method, a phenomenological design, identification of participants and the instrument for collection of data. Here it is pertinent to narrate limitations of qualitative research methods and pros and cons of three related research designs including biography, ethnography and phenomenology, in order to justify that why phenomenology was chosen over the other. It has often been argued that qualitative methods are not scientific compared to quantitative methods (Dantzker & Hunter, 2012) as it involves explaining the meaning and findings through a narrative style. It requires extensive time and commitment to conduct in-depth analysis of data and writing long passages to clarify multiple perspectives which often are not executed on the basis of firm guidelines (Creswell, 2013). One of the main advantages of qualitative research

method is that it unfolds the context from a broader spectrum to its specific meaning and narrates how it affected the individual (Cohen, Manion, & Morrison, 2002). According to Creswell (2013), the main motive for adopting the qualitative research method is the requirement to present thorough view of the issue; to study the participants in their usual setting; to narrate the perspective from the thinking angle of the individual which cannot otherwise be used to explore the meaning from the perspective and opinion held by others. Consequently, the research method selected for this study was qualitative as the researcher intended to define, elucidate, understand and analyze the connotation of experience with reference to gender-based stereotypes for secondary school educational leaders. There are many qualitative research designs including biography, ethnography, case study, grounded theory and phenomenology (Creswell, 2013) but the base of all such researches are somehow or the other to explore a phenomenon. Before stating the reason for adopting the phenomenological design, it is prerequisite to elaborate what phenomenological research design is. The main purpose of the phenomenological research design is to recognize a frequently experienced phenomenon and to emphasis on the related experiences and how they altered into conscience and construed accordingly (Cohen, Manion & Morrison, 2002). It has been emphasized that the researcher must define and construe the experiences of participants related to a phenomenon so that the meaning of experience could be understood the way individual ascribed. There is a hunt for the indispensable sense linked with the phenomenon which is isolated as theme and the researcher integrate the themes into an account. In this study, the researcher intends to focus on the essential denotations that are related with the phenomenon of gender-based stereotyping provided by the participants hence, qualitative research method using a phenomenological research design affiliated with semi-structured interview method as

an instrument to collect data was the appropriate choice to comprehend the experiences of both male and female educational leaders who have encountered gender-based stereotypes as a barrier to their professional progress opportunities.

1.4   Research Questions

The main purpose of this study was to comprehend the reality of both male and female educational leaders who have faced obstacles in their position pertaining to gender-based stereotypes. Hence, this research focused on identify stereotypes faced by educational leaders with reference to gender. It also explored the gender-related workplace challenges faced by the educational leaders and enlisted the measures to counter the existing challenges of gender stereotyping faced by educational leader at secondary school level.

In pursuance of the above-mentioned purpose, where the researcher intended to identify the gender stereotypes faced by educational leaders as their lived experience, several questions surfaced, however, the main research questions listed in this phenomenological study were:

   i.   What gender stereotypes are faced by educational leaders at secondary school level?

   ii.   What challenges are faced by educational leaders with reference to their gender at secondary school level?

   iii.   What are the measures to counter challenges of gender stereotyping used by educational leaders at secondary school level?

1.5   Theoretical Framework

This section describes the theories that grounded the foundation of this research. The subsequent theories address the human and social grounds that influence the

progression of both males and females in leadership role based on their gender. The same will be explicated in more detail in chapter 2. There are numerous theories that traditionally support the issues of gender disparity and stereotypes including the feminism mystique, the second sex and sexual politics but considering the modern organizational setups, these are considered outdated (Woods, 2015). In the modern context, the theories like the gatekeeper philosophy, glass ceiling, occupational segregation and institutional sexism are more in vogue while highlighting the gender issues and the work place but the perspective of these theories are not gender balanced. They usually give the perspective that male as gender exercise more liberty compared to females who are victimized for independence (Woods, 2015). Concerning the issue of gender stereotyping and consulting the related literature, the theoretical framework of this particular study is based on the Stereotype Theory and the Attribution theory.

According to the Stereotype Theory, the advancements of women towards the managerial post have often been interrupted or subjected to opposition as such positions are predominantly associated with male characteristics (Macarie & Moldovan, 2012). Women are generally perceived as weak, intuitive, less decisive, dependent, emotional, less ambitious and non-competitive. On the other hand, males are considered more entrepreneurial, ambitious, aggressive, daring and prone to be in leadership position. By relating feminine attributes to women and stereotyping masculine characteristics to men, the opportunities to achieve higher positions in organizations are being limited for women. This study used the mechanism of this theory to explore the phenomenon of gender stereotyping as lived experience of both male and female secondary school education leaders.

The Attribution Theory relates the success of an individual at workplace to the stable objective factors of his personality such as professionalism, skills and

intelligence etc. and variable subjective factors like chance or luck etc. (Truman & Baroudi, 1994). Generally, when the work-performance of an individual meets or exceeds the expectations of the employer, it is accredited to the stable factors. But when the performance of an employee does not meet the expectation of the employer, the failure is accounted due to variable factors. The disparity in context starts when the success of an employee is atoned as the result of the variable factor lurking in the organizational context and his failure is blamed as lack of objective factors such as professionalism, skills and intelligence. The study was also be analyzed through the mechanism of this attribution theory and it pointed out the discriminatory treatment based on gender.

The conceptual framework and theoretical consideration provided insight as what gender-based stereotypes at work place are faced by the educational leaders that have created barrier and hindrance to individual's career advancement in public sector educational institutions. The major postulates of this research are analyzed from the psychological mechanism of stereotype theory and attribution theory. The identified stereotypes pertaining feminine and masculine characteristics attributes associated with successful leadership are analyzed through the stereotype theory while the subjective and objective factors for the success as a leader of both the sexes will be analyzed through the attribution theory.

Table 1

Major Postulates and Theoretical Consideration

Purpose of the Study	Theoretical Lens	Output
This phenomenological study will explore gender-based biasness and perception towards educational leadership in public sector secondary level institutions from the perceptive of	The Stereotype Theory	Stereotyped Feminine Characteristics to female-leaders

both males and female educational leader.	The Attribution Theory	Stereotyped Male Characteristics to male leader Subjective Factors Objective Factors

1.6   Operational Definitions

1.6.1   Gender

Sex is a biological division that is fixed however, gender is socially constructed definition of men and women which is manufactured by sociological, cultural and political forces (De Beauvoir, 1949). It determines the role, expectations and opportunities for men and women which can vary in different social setups and cultures (Siddiqui, 2014). Sex is fixed while gender role varies in different cultures and societies and will continue to change throughout the time.

1.6.2   Stereotypes

According to dictionary (Stereotype, n.d), stereotype is a preconceived idea that attributes certain characteristics to all the members of class or set. The term is often used with negative connotation when referring to an oversimplified, exaggerated or demeaning assumption. The stereotypes in this study refer to a set of overgeneralized subjective and objective personality and leadership attributes that are associated with male and females typically.

1.6.3   Gender Stereotyping

Gender stereotyping typically refers to the attributes which are associated with personality traits, domestic behavior, occupation and physical appearance of individuals based on their gender. There is an assumption that gender inequality is being carried out through gender stereotypes existing in the corporate world. Carl (2012)

describes gender stereotypes as ill thoughts of gender differences which are based on traditional male oriented discriminations because of prevailing inequalities. Heilman (2001) stated, "stereotypes influence evaluations in work settings', being competent provides no assurance that a woman will advance to the same organizational levels as an equivalently performing man" (p. 657). According to this stereotype women's decisions are emotional, hence, not in the interest of company. similarly, males are insensitive and incapable of practicing sensitive management style. Male traits are generally defined as rational, aggressive, independent and rational while female traits are often listed as sentimental, friendly and caring. These traditional notions stereotypically exclude women from the role of leadership as being too emotional and domestic while being logical, hard-edged and distant males are considered suitable for leadership position (Aina & Cameron, 2011).

1.6.4   Leadership

A leader is someone who occupies a position by the virtue of his personality and charisma, moral authority, power or intellectual contributions. (Kellerman, 2008). A leader always needs followers who by virtue of their faith, inclination or likeness follow them. The concept of leadership was not inherently masculine. The ancient history from Egyptian civilization and other early Urban Civilizations showed the traces of strong feminine leadership. It is because white men held the position of leadership across the world for a longer period of time, hence, the manly traits like hostility, preparedness to engage in fight, strength and decisiveness were infused with leadership. (Hill, Miller, Benson, & Handley, 2016). Although these traits were not typically present in every man, yet they became a symbol of leadership. Dolan (2014) in her book held the same stereotypical masculine view of leadership as responsible for the lack of elected women representation in US parliament. She further elaborated that the sexism

and gender stereotyping restrict the voter to vote for the female candidate despite of being capable leaders. This is probably the reason why no female president has been elected so far in United States. Researchers have explored the attributes and concluded that gender difference have no role in effective leadership (Hyde, 2014).

1.7   Assumptions and Contextualization

1.7.1   Assumptions

The study was based on the assumption that all the participants who have been interviewed will be honest in their responses. It was also presumed that the semi-structured interview questions would let the participants to exchange their experience about the gender-based stereotypes and barrier which hampered their advancement in career. There was another assumption that the gender-based stereotyping is acknowledged by those who are exposed to it or at least the existence of this phenomenon is understood. It was also assumed that the participants who have faced the phenomenon are working in public sector secondary education level.

1.7.2   Contextualization

The study was contextualized to the Wah Region where participants belonging to public sector institutions were selected. This particular contextualization is supported by the following reasons:

- According to "The Global Gender Gap Index," (2018), a great deal of gender disparity is observed when it comes to the women in the role of political and economic leadership. If we closely look at the statistics of Pakistan in global gender gap index 2018, it ranked on 146th position among 149 countries when it comes to representation of women in economic participation and opportunity which makes it the lowest ranked countries in south Asian countries. These

statistics clearly define the alarming situation of Pakistan in terms of gender equality irrespective of geographical and regional differences. Hence, the study was contextualized to Wah Cantt for convenience.

- The heads of institutions working in public sector institution Wah Region were selected to minimize the factors of extraneous variable that could influence the provision of equal opportunities for administrative post for either of the gender. The heads who are working in the same locality are facing the similar working environment which over rules the environmental factor that could potentially generate a different experience about gender stereotyping.

- In public sector institutions, the number of sanctions seats for male and female heads of institutions is fixed and recruitment and selection procedures are conducted by Federal Public Service Commission of Pakistan or Punjab Public Service Commission of Pakistan which is based on merit. However, the promotion is in the ambit of department which may or may not be affected by gender-based stereotypes. Hence, such setting provides a better context for exploration of gender-based stereotyping as a lived experience which may have affected the workplace and career advancements.

1.8   Significance of the Study

Gender Stereotyping is worth exploration especially when we as a nation are striving to constitute a society that promotes gender equality in every field of life. Its significance becomes more heightened in educational context as these institutions help in shaping the perspective of a society. The main purpose of this qualitative phenomenological study was to identify and explore the phenomenon of "gender-based stereotyping" as a lived experience of both male and female senior school principals or

educational administrators in public sector secondary education schools in Wah Region. The study was designed to emphasize the gender-based stereotypes which challenged them during their career as secondary school administrators. The central phenomenon to be explored in the study was identified in the differentiated treatment based on gender and the stereotypes faced by educational leaders. In the light of the current scenario, the significance of this study was in listing the existing stereotypes that both male and female educational leaders face and provide a substantial ground for policy makers to do the necessary reforms in order to create a gender balanced working environment. It also identified the problems including gender discriminations, biasness and stereotypes which the individuals are facing at managerial posts that reiterated the need to reform the conventional notions towards the leadership in educational context. It also identified the useful measures to counter these gender-based stereotypes based on the lived experience and strategies which the educational leaders used or applied to counter them.

The main beneficiaries of the study have been the aspirating educational leaders and top management. The analysis of the participants' experience provided a list of gender stereotypes, gender-based workplace challenges and effective strategies for the aspiring young principals to cater the issues during their career development. This study contributes towards the existing knowledge in literature about gender stereotypes that are equally faced by both male and female educational leaders. The existing literature was more pertinent to the stereotyping which is faced be females in the position of leadership, in addition, this study also focused on the stereotyping which is faced by males in the same context that have been seldom explored previously, giving the balance insight about the phenomenon from the perspective of the genders. This study may provide assistance to the higher administration of the public sector institutions to address the imbalance in these leadership positions in relation to gender. The

phenomenological approach used in this study provided another method of understanding the nature of gender stereotyping which could help the policy makers in reviewing the policies to address the issue to make the organizational environment gender-balanced. It also provided insight to top management about the gender-based challenges which educational leaders encounter. This insight can benefit them in making constructive reforms in the organizational set-up to create gender-balanced working environment and utilizing the maximum potential of educational leaders in achieving educational goals.

CHAPTER 2

REVIEW OF LITERATURE

The information explored in this section includes multi-dimensional view of various studies that have investigated the phenomenon of gender stereotyping. It has briefly given the insight of how deeply the phenomena is rooted in our social setups and what are its implications especially in the context of leadership. This chapter has systematically explored and reviewed the history of the social division of the gender; definitions of gender stereotypes; historical perspective of sexism, misogyny and gender-based discrimination; the concept of leadership and gender; philosophical and theoretical perspective about gender, stereotypes and leadership. It also reviewed some recent work that has contributed towards the existing knowledge and determine the future prospects of studies that are still needed to be investigated. In addition, the researcher also studied both qualitative and quantitative researches with in the literature review to explore different resources and studies that may have authenticated the results of the study including various designs varying from ethnographic approaches, case studies, experimental studies and phenomenological studies. In addition, the reviewed studies varied from the organizational standpoints to different sectors of society and cultures. While searching for the potentially relevant literature, those studies were included that address the predictor variables and fall within five years' time frame with the exception of books that carry a historical impact on gender issues.

2.1   Gender from Historical Perspective

The concept of gender has been arbitrary ever since the creation social set up. More predominantly, it has been referred as social organization of the relationship between both the sexes (Scott, 1986). In more recent context, the term 'gender' has

been brought in light from the perspective of feminists who assertively emphasized the relational aspects or features of normative definitions of femininity by denoting the utter rejection of biological determinism in the conventional use of terms 'sex and sexual difference'. This view has often been criticized as an attempt to use the term narrowly for the subjective and relational description in analytical vocabulary. The critics of this narrow representation by the feminists often justify their notion by saying that men and women are defined in relation to one another, hence they cannot be studied separately (Davis, 1976).

If we closely study the historical theories which attempt to define gender, we come to know that most of the historians theorized it with in the narrow conventional social design or frameworks using long standing yet plausible formulations that have often been justified through fundamental universal causal explanations. It has been agreed that these theories have limited implications as they generalize the most reductive social causation and undermine its complexity. The approaches towards gender can historically be categorized as descriptive and causal.

Scott (1986), referred to the historical approaches towards gender as descriptive when they refer to an existing phenomenon or a causal reality without analysis, interpretation and explanation. In other words, they narrate them as they are existing in the social setup. The harbingers of this notion argue with the feminist theorists by undermining their attempt to narrate female-gender as separate entity and justify by stating that the utility of this idea as separate spheres and study of women as a separate kind in isolation perpetuates this fictional idea that the experience of a particular sex has little or nothing to do with the other which can be purely termed as subjective interpretation. They also stated that gender is used as a mean to designate the social relation between sexes hence, refers exclusively to social origins of subjective identity

of men and women. In other words, gender has become a word that denotes the social category of men and women impose on sexed body (Gatens, 1983).

The descriptive usage of gender has often been used by historian to introduce new fields of studies including areas which both structurally and ideologically involve the relationship of sexes. Such topics include children family, women and gender ideologies. Some of the most powerful descriptive approaches to view gender which feminists' historians propagated include: the attempt to explain the origin of patriarchy through the eye of feminism; Marxian tradition; a partly division between French Post-Structuralism and Anglo-American Objective-Rationalism. These schools of thought were widely used to deploy psychoanalytical views about production and reproduction of the subject's gendered identity (Nicholson, 1987). On the contrary, patriarchy theorists justify their stance on subordination of women by stating it as a need to dominate women in society. They found their expression in Hegel's philosophy and stated that the principal of generational continuity restores the supremacy of paternity and nullifies the labour of women in child birth (O'brien, 1981).

The theorists of patriarchy tried hard to justify their stance on inequality of men and women but the historians find a clear biasness in their stance and somehow, consider the feminists more convincing compared to them. The very problem in their belief lies in assertion of primacy of male sex in every organization of society but they fail to justify this gender inequality structure in other inequalities that do not see to connected. These inequalities include sexual objectification of women and physical inferiority on account of being different which is never changing and universal. Kelly (1986) argued the two-pronged vision of feminist theory by stating that the economic and gender system interacted with one another to produce social and historical

experiences and system is not causal but it interacted to support male dominance and socioeconomic structures.

It is worth arguing that the concept of gender and somewhat evolved with the passage of time. Whether it is the interpreted through the power desire explained by the Marxist Feminists or narrated through the historical politics encircling it, the debate will continue as the sociological foundations of society continue changing.

2.1.1 Defining Gender

Gender has been defined as the behavioural, cultural or psychological traits that are typically associated with one sex (gender, n.d). The words gender and sex have often been confused as synonyms of each other but they both hold a contextual difference. during 15th century, the term gender expended as a sub class of either of the biological sexes. for five centuries it was associated with the male and female sex until the 20th century when it acquired new meaning. The word 'sex' became synonymous to 'sexual intercourse' while gender gained the meaning of cultural, behavioural or psychological traits that are associated with one particular sex based on the roles allocated to them (gender, n.d). In the latter half of the century, the word 'gender' was widely fused in two related compound terms 'gender identity' and 'gender expression. Gender identity had more to do with the inner logic of being a male or female. It also lies beyond the identity of being some blend of male and female or neither male nor female. On the other hand, gender expression became the physical manifestation of one's gender identity. By the end of 20th century, the word gender itself had started being used as a synonym of gender identity.

2.1.2 Differentiating Sex and Gender

It has been discussed in the previous chapter as well that sex is a biological division that is fixed; however, gender is socially constructed definition of men and women which is manufactured by sociological, cultural and political forces (De Beauvoir, 1949). Those who study gender and sexuality, can clearly define the basic difference between both the words where sex is defined as biological form male or female while words like masculine/feminine, man/boy or girl/woman relate only to psychological or cultural traits. It determines the role, expectations and opportunities for men and women which can vary in different social setups and cultures (Siddiqui, 2014). Sex is fixed while gender role varies in different cultures and societies and will continue to change throughout the time. This delineation is also observed in medical and technical context but in non-medical and non-technical context, the status of word gender remained complicated. Whenever a comparison between male and female kind is made, the word gender is explicitly deployed with collocations like gender gap, gender difference, gender bias and gender equality. It is because of the duality of the word gender in sociocultural and psychological contexts that it is widely applied but the fact cannot be set aside that often it is applied against its prescribed use. The usage of word 'sex' and 'gender' is by no mean settled in the course of time. Currently both the terms are sometimes employed with their intended synonymy made explicit.

2.2 Gender Specific Attributes and Social Division

Both males and females have been attributed gender specific roles according to social division. These roles are driven on sociocultural and psychological traits which are associated with both the sexes. Men have often been described by their achievements and women by their appearance (Siddiqui, 2014). Women were often

described with reference to their relationship with men but men were not. There is a rigid binary division created between both the sexes based on the attributes assigned to them. For instance, the male attributes that were associated with their image are: strong, brave, independent, stable and smart etc. whereas, the attributes usually associated with women are: weak, cowardly, dependent, emotional and dumb. If we closely look at the above-mentioned list of attributes, we will realize that the qualities which are associated with men have somewhat a positive connotation about them. On the other hand, all the attributes associate with women are negative. There are numerous colocations and words in language which have biased representation of women. Sunderland (2006) highlighted the connotation of words which are used in English language for men and women. He discussed that the synonyms of a word that are used for men and women may differ in connotation based on gender. For instance, he mentioned a list of words like wizard and bachelor used for men have a positive connotation while the similar meaning words used for female like witch and spinster have a negative connotation. Similarly, the words advocating administrative positions like lord, governor and manager usually give a connotation of superiority, while the words like manageress, governess and madam which are used for women have a sense of inferiority. In the same manner he also discussed the lists of words like mistress, queen and lady which are used for women have a sexual connotation about them while the words carrying the same meanings for men like, master, king and sir have non-sexual connotation.

Eckert and McConnell-Ginet (2013) in his research explains that the difference in roles and expectations from both the sexes has a binary division of larger and smaller. The men are usually expected to perform the roles that larger in scale while women are attributed to perform the roles that are smaller. This larger-smaller scale opposition does not only distinguish male from female, but it also functions within the male and female

categories. For instance, men who have less respect or who are ridiculed are regarded as less masculine they are attributed with the terms who are associated with women. Similarly, the woman who are larger in respect are usually considered less feminine. Both these groups are viewed by society in discriminatory manner and their social roles are determined on the base of their sex. A very common division of roles based on sex can be viewed in the private/public role where women are given responsibilities of house hold whereas, men are vested with the role of an earning hand for family hence, they have the central power which has significant implications at a wider scale (Bergvall, 2014).

It has been argued by many researchers of social dynamics that the categorization of roles on the origin of sex begins at the time of birth when newly born girls and boys are labelled and distinguished with the colours pink and blue. The role of parents and early lessons in gender role by them determine the expectations from both males and females. According to Siddiqui (2014), parental attitude can influence the course of gender development as the preliminary formation of self-image that takes place in the family. Parents determine the role on the basis of sex. Girls are taught at an early age to perform domestic chores while boys are trained to perform the tasks that involve outside exposure. This is the reason women hesitate to bring change in their lives as they are brought up being less confident with little exposure outside the family circle. This social categorization segregates the social norms and living styles for both male and female. For instance, an unorganized boy is acceptable as a norm but girls are all expected to be tidy otherwise, they are dubbed as ill-mannered or un-ladylike which is socially unacceptable. This categorization does not limit to the family and initial brought-up but as the child grows, it is carried to the institutions of schools and both print and electronic media. The same difference of treatment between girls and boys

carries to professional life and work place where men and women are subject to different treatment based on their gender. We as society are tuned to accept these roles that we sometimes cannot identify them as stereotypes.

2.3 Stereotypes

2.3.1 Defining Stereotypes

According to dictionary (Stereotype, n.d), stereotype is a predetermined idea or concept that features certain attributes to associate them with all the members of a particular class, set or clan. This terminology is often uttered with an undesirable undertone when referring to an overgeneralized, exaggerated, or disparaging postulation. Gender stereotyping typically refers to the attributes which are associated with personality traits, domestic behavior, occupation and physical appearance of individuals based on their gender. According to Koenig (2018), gender stereotypes work as a rigid and inflexible component that suggests how men and women ought to behave as well as a descriptive belief or component that narrates how they typically act or behave. For example, it is generally expected that women are born to be nurturing and typically avoid supremacy, and men are supposed to be dominating and hence, avoid weakness. According to Gill (2009), the word stereotype was first used in 1798 to describe a new process created by European printers to imitate images or make its copies permanently. Fundamentally, stereotyping means smearing a set of behaviours and features that are common in a group to an individual generally based only on the supposition that the individual belongs to the group. Stereotypes are more like overgeneralized opinions about people that are based on their association in one of several social groups. Gender stereotypes generally differ on four dimensions including role behaviours, traits, physical/emotional characteristics, and professions which are

expected from each gender separately. This is how people typically use stereotypes to help shape information about their social world they interact in.

A number of studies have singled out the stereotypes against women in managerial or power positions by negatively questioning their competencies and skills in male dominating professions (Catalyst, 2005). According to Carnes, Devine, Manwell, Byars-Winston, Fine, Ford and Palta (2015) the following biases and stereotypes are typically faced by males and females based on their gender:

- expectancy bias: which generalize the stereotypical expectation from a group on the individual members as well;

- occupational role congruity: the obvious edge which a man holds for roles that typical demand traits like leadership;

- prescriptive gender norms: cultural conventions about the social display of women in terms of behavior and social persecution for violation of set norms;

- redefining credential: how similar set of credentials may be weighed differently based on who owns them;

- stereotype threat: how undesirable performance of a group stereotypically leads the individuals belonging to that group to consider them less able such as women in role of leadership and girls in studying mathematics;

- stereotype priming: how a faint reference to male and female gender subsequently judge them;

The amount of literature found on gender studies is quite extensive in varying context of social sciences. At international level many studies are carried out to address the basic gender differences pertaining to behavioral, biological and social differences among both the sexes. Ilie and Schnurr (2017) in their recent study highlighted the gendered nature of attributes that are associated with effective leadership. They argued

that the leaders who adopt balance between relationship-orientation and task-orientation tend to be more effective leaders irrespective of their gender. The rise of women in the present century in the main stream workforce has opened a discussion a on the varieties of role that women can play based on the conventional stereotypes which are associated with them based on their gender. This has created numerous challenges for women including the need for creating a balance between occupational expectations and traditional family commitments. The situation becomes more appalling in patriarchal societies like Pakistan because of the conventional roles which women are expected to perform as per cultural norms, religious prescriptions and domestic responsibilities (Rehman & Azam Roomi, 2012). It becomes even more appalling when women are seen in higher administrative or power delegating roles. Judge (1999) in her studies reinstated that the kind of education and nurture which is adopted to raise girls at a very young age result in low esteem and lack of confidence which affect their leadership role and the women who, by all means transcend these barriers and reach to a higher administrative post are often faced with gender discrimination, stereotyping and biasness (Macarie & Moldovan, 2012). Majority of the researches address the issue of gender discrimination and stereotyping with reference to women and their experience but there are gaps in the literature regarding the stereotypes which males encounter based on gender. Hence, there is a need to explore the issue from the perspective of both males and females.

Macarie and Moldovan (2012), significantly discussed gender discernment in management from theoretical and empirical perspective in their research. They analyzed this phenomenon with the lenses of different psychological mechanisms and found that women are often subject to formal, informal, covert and overt discrimination at managerial posts. This results in under representation of women in top management

and over representation at risky positions. They further concluded that in a number of sectors such as nursing, primary education and social service, where women predominantly outnumber men, the odds of their professional growth and promotion are limited. Despite the fact that statistically the representation of women on managerial posts have shown incremental shift over a decade but it still needs improvement. Another study by Coleman (2003) discussed this matter in educational context and came up with similar conclusions. According to him, men usually outnumber women as educational leaders despite the fact that the ratio of women leaders is increasing in many countries across the world. However, women in the role of educational leaders are seen as exception and seen stereotypically. According to his survey, the connotation of leadership as a position is associated with men women in any such roles such as principal have often experienced the need to defend their position as women. Moreover, occupying the role of principals had serious implications on their family life and marriage. The study interestingly concluded that the self-perception of both male and female principals about their management and leadership style is a lot similar as both consider themselves as people-centered leaders. However, the stereotype of authoritarian 'masculine' leader has posed difficulties to both men and women in their role. No recent study has been found to reinforce the concept which creates a gap in knowledge about the topic whether the situation has changed over the years or not. Hence, there is a need to explore this topic further to fill the gaps.

2.3.2   Gender Stereotypes

Jeske (2004) defines stereotypes are "a set of inaccurate, simplistic generalizations about a group that allows others to categorize them and treat them accordingly". Hence, it can be stated that sex-gender stereotypes are the generalization of behaviours that are usually linked with each sex-gender. His research on the causes

of sex-gender differences reveal that the biological tendencies of individuals generate the inclination in learning certain types of behaviour which are popular and appreciated for a certain sex-gender. Hence, sex-gender stereotyping can simply be well-defined as teaching or instructing people about their suitable behaviour, character, dress and appearance on the base of their sex. Therefore, it is directly and indistinguishably associated to sex-gender identity ss it shapes and formulates it. In more simple words, sex-gender identity can be assumed as the result of sex-gender stereotyping. Jeske (2004) also examined social learning theory and cognitive developmental theory and came up with the conclusion that sex-gender development is an intricate process that includes identification with the same-sex parent while growing up, general observation, cognition of events, socialisation with the people and same sex-gender modelling. He also explained that the same sex-gender modelling is considered pertinent for the development of sex-gender in view of social learning theorists. Both these theories influence the sex-gender development regardless of their significant differences. They explain that the patriarchal family plays a vital role in the sex-gender development in which a dominant male and inferior mother reflect the values of their social setup. These values serve as the role models that children imitate and eventually subsidise to the continuation of patriarchal family structure. This is why the boys reject the inferior and weak model and relate to the male supremacy as a result while girls integrate female subordination into their sex-gender identity. It is interesting to note that by the time children enter schools, they already have endorsed several stereotypes due to the upbringing and family values nurtured by their parents. It has been noticed that there is a general tendency for girls to lean towards preferring languages and social studies courses compared to boys. Similarly, it has been noted that more boys enter science and technology related fields. The answer to this tendency lies in the correlation between

the child's interests and the toys they were provided regularly which formed their cognitive, fine motor, emotional, social and physical development (Ng, 2016). This clearly states that how deeply they impact individuals.

Embry, Padgett and Caldwell (2008) investigated stereotyping and concluded that it is regularly used as part of the discernment to assist people process and comprehend inducements, they faced but it can create difficulties if the stereotypes are not appropriate or somewhat used with the intention to imply the attributes to an individual that are dissimilar to these stereotypes. Their study also explored the stereotypes related to gender-role as they are associated to the styles of leadership. They presented the individual with a set of attributes to examine and guess the gender identity of the leader. Their findings concluded that they stereotypically associated behaviour and character attributes with males and females which confirmed the continuing existence of gender-role stereotypes. More specifically, their consequences showed that all contributory qualities (e.g., self-governing, decisive, competitive, violent, and dominant) are more expected to be related with the archetypal man than with the typical woman. On the other hand, all expressive traits (e.g., co-operative, understanding, sentimental, empathetic, and sensitive to others' needs) are suggestively more expected to be linked with women than men.

Koenig (2018) in his research elaborated the prescriptive and descriptive gender stereotypes about kids, adults and aged in detail. According to him, gender stereotypes have descriptive mechanisms, or views about how males and females naturally act. He also believed that they have prescriptive mechanisms, or views about how males and females must act. For instance, women are supposed to be submissive and avoid domination. Here the term 'nurturing' is descriptive belief whereas 'avoid dominance' is a prescriptive component. On the other hand, men must be independent, dominant,

masculine in appearance but avoid being frail, shy and emotional. He further stated that the it is important for stereotypes to be prescriptive because the indicate our approved or disapproved behaviour about male and female. They are pertinent as the violation of these prescriptions can create strong reaction in observers. On the contrary, violation of descriptive stereotypes may surprise the perceiver as given the person has not behaved or acted as observer has believed most men or women usually act. The implications of violating prescriptive stereotypes may invoke strong responses of anger and ethical outrage in the eye of perceiver because the given person is not acting the way he should act (Glick & Rudman, 2010). Hence, descriptive stereotypes can lead to discriminatory treatment based on their perceived dissimilarity between the role requirements from both the sexes and gender stereotype. Similarly, the prescriptive stereotypes may also generate partiality if gender norms are violated by the individual. For instance, if a woman violates prescriptive stereotypes by being dominant, she may be disliked or more unlikely to be hired even though she is competent. Similarly, a man can also face strong criticism for violating prescriptive stereotype by showing weakness which is usually not expected from a man. According to the research, prescriptive stereotypes may influence both male and females to act in a certain way in order to avoid being listed as non-conformists. It is more likely for the women to receive more backlash for violating them compared to men as it threatens the norms of social setup.

2.4   Leadership and Gender

While discussing the leadership and gender, a sufficient number of studies have recommended that there may be specific gender stereotypes for both men and women in the role of leadership. In this regard, Embry, Padgett and Caldwell (2008) branded gender-specific leadership styles into masculine management and feminine management. Here we will discuss the gender and gender-specific leadership concept

by giving an insight into different studies conducted on this topic. The leadership-specific traits will also be discussed with reference to predefined concept of our society in general.

Gill (2009) discussed prescriptive and descriptive leadership styles in his study. According to him descriptive beliefs are more concerned with what men and women are typically like whereas prescriptive beliefs concern how men and women should ideally be like. More simply, it can be said that descriptive beliefs label the possibility that groups will possess certain characteristics whereas prescriptive beliefs designate the worth of those traits. These roles are politically, socially and culturally driven and are subject to change with the passage of time. It has been elaborated by them that men are stereotyped to be impartial, competitive, reasonable, independent, responsible, aggressive, rational, and ambitious, whereas characteristics associated with women include mildness, emotional, instinctive, dependent, delicate, passive, irrational, warm, and helpful (Joosten, Sok, & Robert, 2014). It is obvious that gender and leadership have been corelated with certain leadership styles which are stereotypically designated.

A leader is someone who occupies a position by the virtue of his personality and charisma, moral authority, power or intellectual contributions. (Kellerman, 2008). A leader always needs followers who by virtue of their faith, inclination or likeness follow them. The concept of leadership was not inherently masculine. The ancient history from Egyptian civilization and other early Urban Civilizations showed the traces of strong feminine leadership. It is because white men held the position of leadership across the world for a longer period of time, hence, the manly traits like hostility, preparedness to engage in fight, strength and decisiveness were infused with leadership. (Hill, Miller, Benson, & Handley, 2016). Although these traits were not typically present in every man, yet they became a symbol of leadership. Dolan (2014) in her book

held the same stereotypical masculine view of leadership as responsible for the lack of elected women representation in US parliament. She further elaborated that the sexism and gender stereotyping restrict the voter to vote for the female candidate despite of being capable leaders. This is probably the reason why no female president has been elected so fat in US. Researchers have explored the attributes and concluded that gender difference have no role in effective leadership (Hyde, 2014). Numerous studies have been conducted on different approaches towards leadership adopted by males and females. It is very likely that a female may adopt a typical male leadership style in the state of emergency where immediate decision making is required. The studies concluded despite gender differences; no specific leadership style can typically be associated with either of the sexes. Although women are more likely to apologize on their abrupt behavior after an event (Kolehmainen, Brennan, Filut, Isaac, & Carnes,2014). But it has also been observed by researchers that females are more likely to adopt transformational style of leadership which motivates their followers through intellectual stimulation, personality charisma and considerate nature (Bass & Riggio, 2006). The studies regarding leadership have produced numerous theories where approximately 65 different classification systems developed to explain the dimensions of leadership (Northouse, 2004; Gill, 2009). In regard to women and leadership, a considerable number of current researches stipulate that woman do have the qualities and skills that are needed for effective leadership, yet, when it comes to higher level leadership position obtainment, the steps to obtain them are far from being simple. These differences in researchers' point of view create the room for further investigate the topic for in depth studies. Despite of these varying conclusion of different researchers the meta- analysis of 69 researches have significantly concluded that the stereotypes related to leadership are categorically masculine where the male attributes

like individuality, competitiveness, supremacy and aggression correlate with our expectations from leadership (Crites, Dickson & Lorenz, 2015). Hence, theses stereotypical notions need further exploration in order to promote gender equality.

2.4.1   Gender and Educational Leadership

The education sector has been predominantly females-oriented profession since long. More typically, this profession involves teaching and learning of younger children hence, women are considered more suitable for it considering their stereotypical motherly nature. Though, majority workforce in educational sector is overrepresented by women, but they are far underrepresented in the administrative roles. Male dominance in the roles of principal position has created female minority in leadership. (Fecher, 2007). The study further explored the issue of gender discrimination or prejudices and concluded that females even in the role of educational leaders are faced with gender inequity, negative perceptions and stereotypes. It has been observed with the passage of time that the representation in terms of numbers of females in educational management positions is mounting over the years but men usually outstrip women as managers in educational context (Coleman, 2003). The findings from the survey in England and Whales further concludes that the women who attain higher position by virtue of their hard work and dedication are often faced with gender discrimination and stereotyping. It also concludes that women are more likely to defend their roles as managers and are often made aware of sexism, however, contrary to the stereotypes based on gender, the self-perception of both male and female leaders about their leadership style is similar as both considered themselves as people-centered leaders. This leaves the room for further exploration of the topic with precision where the perceptions of both male and female educational leaders could be studied in depth to draw more clear conclusions.

Another study from Canada by Crosby-Hillier (2012) further explored the experiences of aspiring female educational administrators through semi-structured interviews and broadly concluded that gender did not play a substantial role in accomplishing the higher position which was a fruit of hard work for majority females however, they felt that the top management position is gendered mostly where the equal representation has not been given to women. The study further concluded that the role of educational leadership for a woman comes in conflict with the domestic responsibilities which they are obligated to perform as mother and wives which makes the position more challenging for women. Majority of the female agreed on experiencing gender stereotypes time and often in the professional journey. This study leaves further room for exploration of the topic while incorporating the perspectives of both male and female educational leaders to show both the sides of the coin.

The study of the related literature found substantial reasons to explore the phenomenon of gender stereotyping in educational leadership with reference to Pakistani context. A great deal of related literature has been found on the topic pertaining to different countries in the world while no significant study has been found so far on the topic in Pakistani educational setup. In order to mount the gaps in the literature and further exploration of the issue of gender stereotyping, the topic has been chosen as the theme of this study.

2.4.2 Leadership-specific Stereotypes

Many researches are evident that both male and female are subject to stereotypes related to leadership position however, females are more likely to affected by it. Such stereotypes do not only affect the workplace environment but they have greater impact on the individuals who see themselves insignificant and undeserving after being constantly reminded that. Flanagan (2015), in his research came up with

some appalling conclusion where male and female managers were asked to rate their own managerial skills and rate the ones of their colleagues. Female participants who were asked to rate the managerial skills of their female counterparts, significantly valued their managerial skills as inferior when asked about their gender in comparison to their male counterparts. They not only valued their own management skills inferior, but they also assumed that others have also rated their skills at lower level. It is also interesting to note that female participants who have been under stereotype also evaluated their leadership-related goals and their capability to control their own achievement suggestively lower. This is significant as how gender can make someone view himself inferior and less effective manager. Another significantly interesting study by Embry, Padgett and Caldwell (2008) concluded that there was an inclination for male participants to give an inferior score to an apparent male leader using a feminine style than they awarded to an apparent female leader using a feminine style. Which overall reflects their disdain towards feminine style of leadership. In a similar way, there was an inclination for male participants to give higher ratings to an apparent male leader using a masculine style than they gave to an apparent female leader using a masculine style. It has been suggested through these conclusions that men may see a gender-consistent leadership style used by a male leader more positively than they see a leader who uses a gender-inconsistent style. More interestingly on the other hand, contrary to men, women are found to be more comfortable who use gender-inconsistent style. They rated male leaders higher with perceived female style compared to leaders using masculine style.

Eriksson, Smith and Smith (2017), in their paper also provided an impartially thorough account of the incidence of gender-stereotyping attitudes and beliefs about self-managerial skills while studying a large sample of managers. The key findings

narrate that female manager have less masculine stereotype attitudes on average compared to their male counterparts. There is, however, no gender discrepancy in gender stereotypes among top administrators. It could be because male managers incline to be less masculine stereotyped than other male managers mainly because the significantly fewer female managers tend to have more masculine stereotype attitudes than male managers. The gender-stereotype views of female managers are not determined by age effect. It has been observed that younger female managers tend to have more gender-stereotype views than their older colleagues. It is further concluded that the corporations with a stronger emphasis on work-life-balance strategies tend to have fewer gender-stereotyping managers.

Mihail (2006) also pointed out a very troubling situation for career driven woman in his study. While addressing the gender-specific stereotypes at work place, he pointed out that gender impacts a lot in forming the attitude towards women as managers. According to him, the work places where gender-specific stereotypes prevail might render less effective targeted social policies which might result in affecting the women more. He also stated that the employers who do not take gender-based prejudices in account at their workplace, may not be able to benefit from the talented women workforce who aspire to attain managerial positions.

2.5   Gendered Organizational Structure

The gender related issues have taken a great toll across the world ever since the women have been given due consideration as a part of equal workforce in every field of life. Hypothetically, the provision of equal opportunities in term of gender have been hailed immensely in the western context but the factual position suggests otherwise. Although, the achievements of women in terms of higher education and skills have

taken a rise over the last few decades but they are still faced with substantial sets of barriers to get to the leading position (Mihail & Ogbogu, 2016). The most appalling barriers from this set are gender stereotyping, biasness and discrimination.

2.5.1 Gender Discrimination in Leadership

The connotation of humanity has always been made with reference to males. Usually, a man defines women in relation to himself not as an individual entity (De Beauvoir, 1949). Similar to gender stereotyping, gender discrimination has also been elaborated in literature through different perceptions. Generally, it is perceived as the act of differentiation among individual while taking a decision based on some criteria or merit (Dipboye & Colella, 2013) More precisely, it is considered as a discriminatory treatment of individuals based on some subjective judgment or criteria in the process of decision making. This could be based on personal preferences. According to Macarie and Moldovan (2012), the notion of gender discrimination has been historically described in literature using many concepts and analogies including the Stereotype Theory, the Attribution Theory, The Glass Ceiling- the underrepresentation of women in administration; the Glass Cliff- the overrepresentation of women in hazardous positions and the Glass Elevator- provision of superior promotion chances for men in the female dominating profession like nursing and primary education.

2.5.2 The Stereotype Theory

According to this theory, the advancements of women towards the managerial post have often been interrupted or subjected to opposition as such positions are predominantly associated with male characteristics (Macarie & Moldovan, 2012). Women are generally perceived as weak, intuitive, less decisive, dependent, emotional, less ambitious and non-competitive. On the other hand, males are considered more

entrepreneurial, ambitious, aggressive, daring and prone to be in leadership position. These stereotypes constitute a general perspective that women are not suitable for managerial positions. By relating feminine attributes to women and stereotyping masculine characteristics to men, the opportunities to achieve higher positions in organizations are being limited for women. Having said this all, at the same time over-generalization of male attribute to men also subjected them to discrimination while allocational of task and position.

2.5.3 The Attribution Theory

The attribution theory relates the success of an individual at workplace to the stable objective factors of his personality such as professionalism, skills and intelligence etc. and variable subjective factors like chance or luck etc. (Truman & Baroudi, 1994). Generally, when the work-performance of an individual meets or exceeds the expectations of the employer, it is accredited to the stable factors. But when the performance of an employee does not meet the expectation of the employer, the failure is accounted due to variable factors. The disparity in context starts when the success of an employee is atoned as the result of the variable factor lurking in the organizational context and his failure is blamed as lack of objective factors such as professionalism, skills and intelligence. Because of this discriminatory treatment based on stable and variable factors, the interpretation of success and failure both sexes influence the promotion and advancement in the career of either of the sexes. The external aspects are usually disregarded.

2.5.4 The Glass Ceiling Analogy

Many studies revolve around the stereotype characteristics of women in their role as leaders with no focus or other variables which can influence the role of women

as leaders in an organization (Werhane & Painter-Morland, 2011). The analogy of glass ceiling referred to the "Federal Glass Ceiling Commission" (1995) which prescribed discriminatory and impenetrable barriers in United States for women to reach managerial positions irrespective of their competence (Wirth, 2001). This commission received criticism widely. A great deal of literature is found on glass ceiling commission but majority of the researches are conducted in United states, hence, they can be culturally biased. Another significant research also suggested the similar conclusion and stated that majority of top management positions in Europe are represented by men. A significant difference in the salaries of men and women is also observed where women are paid far lesser than men (Arulampalam, Booth, & Bryan, 2007).

2.5.5   The Glass Cliff Analogy

The glass cliff concept refers to the practice of appointing women to those top management post which are risky and challenging for either of the gender. It gives the impression that the glass ceiling phenomenon has been overcome by the woman but on the contrary, such positions where women are bound to fail like any other individual, contribute negatively towards the stereotype for women being weak managers (Ryan & Haslam, 2008). Majority researches focused on glass ceiling and glass cliff concept where the discrimination in opportunities is explored with reference to women.

2.5.6   The Glass Elevator Analogy

Very few researches are found on the glass elevator concept where the discrimination against men is explored in in female dominating professions. Statistically, this phenomenon is less likely to happen and is restricted to few professions but more studies are required to explore this phenomenon. William (1992)

has explored this concept in his research by interviewing 100 men from different professions including elementary school teachers, social workers, librarians and medical assistants. His intentions were to explore the barriers which men face in getting recruitment and seeking the support of mentors. This research concluded that some sort of discrimination exists but it is different from the discrimination which women face in male dominating professions. In female dominating profession, though men face glass elevator pressure to go to higher position but they are supervised by the same sex manager while women are guided by the opposite sex managers only due to the reason that women are less represented in top managerial positions and mentorship contrary to male dominating professions. Men only face negative discrimination in external environment under the guise of stereotypes and prejudices which does not affect their professional advancement at any cost.

A recent research by Glass and Cook (2016) addressed the same topic and concluded the similar findings. They opined that woman face significant challenges to rise above the glass ceiling barriers to reach top management posts. Their research data was drawn from the comparison of the career trajectories of 500 men and women serving on top management posts in corporate sector and the interviews of women executives. Their investigation discovered that women are more likely to be promoted on high-risk management positions with less margin to excel and they are often faced with less support from authority to accomplish the target goals, hence, they suffer shorter tenures compared to men. Women are subject to more discriminatory attitude in organizational setup especially when they aspire towards the hierarchical ladder of leadership (Macarie and Moldovan, 2012). Their analysis revealed that women are either underrepresented in the leadership positions (the glass ceiling phenomenon) or over represented in precarious managerial posts (the glass cliff phenomenon). The

divisions where women comprise more than half of the labor force, they are better represented in the top management posts but even than men have better prospects to be promoted due to informal mechanisms (the glass elevator phenomenon).

The above studied literature though significantly elaborated the prevalence of gender stereotyping in corporate sector and autonomous bodies but there are gaps which needed to address this phenomenon deeply with reference to glass elevator phenomenon. The aforementioned researches are purely conducted in western countries where the societies are acclaimed to be gender balanced. Even than significant traces of gender disparity are found in terms of opportunity and career advancement. Very few researches are found to address the same issue in educational set up which is acclaimed to be a female dominating profession.

2.6   The State of Gender Equality in Pakistan

"One UN Pakistan Statement on Gender Equality," (2013) states that Pakistan's gender inequality value remained critically low when it comes to representation of women in parliamentarian seats despite of reserved quota. According to the report, a large number of women and girls in Pakistan face specific gender-based disadvantages which prohibits them from acquiring the basic rights according to the constitution of Pakistan.

According to "The Global Gender Gap Index," (2018), a great deal of gender disparity is observed when it comes to the women in the role of political and economic leadership. Among the 149 assessed countries only 17 countries have women as heads of the state while just 18% of ministries and 24% of parliamentarians are women globally. It further concludes that 34% of managerial positions are occupied by women in the countries where data is available. Pakistan is ranked among four worst-

performing countries including Egypt, Saudi Arabia and Yemen where less than 7% women are represented in managerial posts. If we closely look at the statistics of Pakistan in global gender gap index 2018, it ranked on 146th position among 149 countries when it comes to representation of women in economic participation and opportunity which makes it the lowest ranked countries in south Asian countries. These statistics clearly define the alarming situation of Pakistan in terms of gender equality. Hence, there is a need to explore this phenomenon deeply in order to address the issue. Various studies concluded that stereotypes affect the lives of individual mostly females. It is more likely that the females suffer more in their lives due to stereotypes compared to males. A study by Hussain, Habib and Akhter (2014) came up with similar conclusions. They found that in Pakistani society, males are generally more privileged compared to females. Women are subject to inequality due to different reasons. One of the major causes for inequality is gender stereotypes. The root cause of it, is the mind set of society in general which believes that both the genders are inequal. It also suggests ways how males and females should be treated differently based on their gender.

2.7   Summary of Previous Researches

With the information explored within this literature review from the various researches, it has been concluded that the phenomenon of gender stereotyping has been widely accepted and explored as a problem over the world with reference to female perspective (Eriksson, Smith, & Smith, 2017). Many researchers concluded that females are more subject to gender stereotyping compared to males. As a result, many reformatory movements started including feminism which focused on the rights of women starting with the work of De Beauvoir (1949). A rigid binary division between male and female gender has been created which attributed fixed traits to each of them.

Men have often been described by their achievements and women by their appearance (Siddiqui, 2014). The difference in role and expectations from each gender gave somewhat rise to the stereotypical characteristics which were associated with each gender (Eckert & McConnell-Ginet, 2013). A very common division of roles based on sex can be viewed in the private/public role where women are given responsibilities of house hold whereas, men are vested with the role of an earning hand for family hence, they have the central power which has significant implications at a wider scale (Bergvall, 2014).

Similarly, the concept of leadership has always been masculine (Embry, Padgett, & Caldwell, 2008).and have been often branded as masculine management and feminine management based on the stereotypical attributes associated with each of the gender. The education sector has been predominantly females-oriented profession since long. More typically, this profession involves teaching and learning of younger children hence, women are considered more suitable for it considering their stereotypical motherly nature. Though, majority workforce in educational sector is overrepresented by women, but they are far underrepresented in the administrative roles. Male dominance in the roles of principal position has created female minority in leadership. (Fecher, 2007). Research also shows that the women who attain higher position by virtue of their hard work and dedication are often faced with gender discrimination and stereotyping (Crosby-Hillier, 2012).

A great deal of related literature has been found on the topic pertaining to different countries in the world with main focus on women rights. Very few researches have depicted the phenomenon with reference to male perspective. Usually, the researches that are found, they mainly focus on the phenomenon of gender stereotyping in corporate sector while the area has been less explored in educational sector. In order

to mount the gaps in the literature and further exploration of the issue of gender stereotyping, the topic has been chosen as the theme of this study.

CHAPTER 3

RESEARCH DESIGN/ METHODOLOGY

The content of this chapter is based on the elaboration of the research design and methodology that has been adopted to examine, explore and comprehend the phenomenon of the study. It also provides the detail on how the study has been completed in different steps. This chapter also elaborates the approach, the design and the research method used for collection of data related to the gender stereotypes from the lived experiences of educational leaders working in secondary schools. This is qualitative investigation within a phenomenological framework where semi-structured interview questions were administered as an effective tool to research this topic and the interpretive phenomenological analysis of collected data was demonstrated.

3.1   Research Design

Qualitative phenomenology design is selected for this study as it is obvious that this design benefits the researcher to acquire profounder understanding about the lived experiences of participants (Goulding,2005). Phenomenology research describes the meaning of lived experience of several individuals. The qualitative aspect of research is appropriate where very less information is available on the phenomenon or where the topic needs to be explored (Creswell, 2013) hence, this method is suitable for this study. Phenomenology research methodology is initiated by Edmund Husserl who defined it as comprehension of knowledge that is purely based on insights of those experiences that brings about the mindful arising in a person (Giorgi, 2010). Jones (2005) elaborated that phenomenology is prefaced about nine principles: the first focuses on the emergence of things; the second is concerned with detecting the core of the experience with reference to those who have experienced it; the third pursues connotation and

comprehension ensuing from insight and contemplation on conscious and deliberate acts of experience; fourth is dedicated to showing plausible elaborations of experience rather than probing for clarifications or analysis; fifth ensures that the research is entrenched in questions that offer course and emphasis on meanings in themes; sixth explains that subject and object are interconnected. It means that perceptions and the experiences are interrelate to view the objective as subjective. The seventh principal narrates that the intersubjective reality is woven throughout the entire investigative process with the perception that starts with the study of participant's own conscious understanding of the experience and what does it mean; the eighth emphasis that key evidence of the research is the information of experience, and last principal ensures that the research questions must be cautiously considered as they serve as the focus of the study and offer an elaborate depiction of the experience. Since the researcher aims at interpreting the lived experiences of individuals pertaining to phenomenon, the Hermeneutic type of phenomenological design is applied. The Hermeneutic phenomenology focuses on the interpretation of meaning and significance of one's experience with the phenomenon instead of studying a phenomenon from a fresh perspective where the focus of researcher shifts from the interpretation to the description of the participant that lies under the transcendental or psychological type of phenomenology (Creswell, 2013). Gender stereotype is widely experienced phenomenon and this study focuses on its interpretation from the eye of individuals who have experienced it, hence, Hermeneutic phenomenology is adopted. This approach will focus on the personal stories of both male and female principals told through semi-structured interview sessions guided by a set of questions that were administered by the researcher. This methodology was selected as being most suitable because it allowed the participants to tell their stories from their individual perspectives.

There are five essential elements of phenomenological research that include identification of shared experience; location of universal nature of an experience; identification of communal experience of various individuals on a same phenomenon; identification of the core of the experience and attempt to describe the account of their experience with reference to 'what' and 'how' they experienced it. The phenomenology research involves different steps to study the topic (Smith & Osborn, 2004). The first step comprises the identification of phenomena. In this research the phenomena of gender stereotyping will be looked for. The second step involves the elimination of personal biasness and expectations of the researcher. The third step includes data collection in form of interviews. The next step involves the reduction of data by identification of salient points of interpretation and formation of themes. The fifth step involves textual and structural description of themes and in the final step essence of the experience will be drawn by combining both textual and structural descriptions.

3.2 Interpretive Phenomenology

Hermeneutic Phenomenology which is also acknowledged as Heideggerian Phenomenology views phenomenology as fundamentally interpretive where "consciousness means being aware of something as something" (Tomkins & Eatough, 2013, p. 260). Gill (2014) elaborated the origin of this paradigm with reference to Martin Heidegger who was a student of Husserl. According to him, he was trained in phenomenological philosophy and it was he who inspired the formation of Hermeneutic, or interpretive, phenomenological methodologies. Heidegger proclaimed and Tomkins and Eatough (2013) reiterated that phenomenology is a mode of contemplating around things and discovering the social experience of existing. The emphasis is on looking at particulars within an experience that are usually ignored otherwise with the aim of generating meaning and driving a sense of comprehension.

This cannot be achieved with a subject-object division because humans in this world are historically and culturally conditioned to the context they live in and their experiences are always amalgamated from both subject and object (Gill, 2014).

Hence, in this study, the Interpretative Phenomenology Approach was used by the researcher as the intended purpose was to explore the lived experiences of the individuals on gender stereotypes. The interpretative approach is significantly different from other phenomenological approaches as it gives the researcher a chance to focus on the under-review phenomenon through the detection and clarification of obscure meaning, deeply rooted in the words of participants' accounts (Robert, 2000). To be more precise, this approach allows an investigator to study human perception with reference to the context and subjective experience of the participant. This is how deeper insight of the phenomenon as well as the human nature can be gained (Willig, 2001).

The interpretative phenomenological approach has been selected for a number of reasons. Firstly, it was imperative to comprehend the collective experiences of individuals since gender stereotypes are experienced by every individual at certain point in their life. Secondly, interpretative phenomenology is concerned with what participants experienced in a particular situation and how they experienced (Moustakas, 1994) hence, these shared experiences will provide a deeper insight into the organizational context which may or may not have aided in promoting gender stereotypes in management position. Thirdly, interpretative phenomenology is an interpretative process (Creswell 2007; Willig, 2001, Moustakas, 1994) and the experiences these educational managers encountered have formed their own realities, hence, researcher aims to formulate his own interpretation of their perspectives by using the words and phrases of participants from the essence of their realities. Lastly, an interpretative phenomenological approach encourages self-reflection since the

researcher also belongs the same profession why may shape his interpretation of the experience. Moreover, self-reflection permits to bracket personal biases setting aside subjective perceptions and thoughts to gain the deep understanding of the participants' lived experiences (Moustakas, 1994).

According to Gill (2014), the phenomenological approach has been scarcely used in organizational studies but it is growing rapidly. He further stated that there is no worldwide procedure to conduct the phenomenological research but there are few common aspects that exist across different types including examination of individual conscious experience, analysis of the process of meaning development and critical analysis of the experience. Besides these commonalities, there are substantial variances amid different approaches. After analysis of few phenomenological methodologies, Smith's Interpretative Phenomenological Approach (IPA) was selected for this study.

Smith's Interpretative Phenomenological Analysis was recognized as an approach in health psychology but it gained popularity in organizational research (Gill, 2014) because it offers an organised yet supple approach. This particular approach to qualitative research addresses main concepts from three theoretical areas including phenomenology, hermeneutics, and idiography (Smith, Flowers & Larkin, 2009). It aims at exploring how participants make the understanding and comprehension of both their private and public world and what meaning a specific experience or an event carries for the participants under study. (Smith & Osbourn, 2015). It step-wise focuses on the separate cases then looks for common or dissimilar experiences in comparison.

This particular feature sets IPA apart from other methodologies and is a point of difference (Gill, 2014; Smith & Osbourn, 2015). The idiographic nature of this approach, focus on both the private and the social meaning of specific experiences which made this methodology the most suitable to explore the lived experiences of

educational managers dealing with gender stereotypes. This methodology provided an opportunity to examine the individual and collective perception of both male and female educational leaders regarding gender stereotypes as a phenomenon.

There is a list of previous studies that have been conducted using phenomenological approach but mostly inclining towards females. Very few studies address the phenomenon with reference to males or either providing a balanced view of both, hence, there is a need to give deeper insight of the topic under study. There is a substantial gap in literature identifying gender-based stereotypes in educational sector from the perspective of both male and female leaders especially in Pakistani context, hence, this topic needs deeper exploration and the selected method is suitable.

3.3   Statement of Subjectivity

Growing up in a gender-biased middle-class setup of a small town in Pakistan, my personal exposure to gender stereotypes was not a novel experience. The very foundation of a family structure in Pakistan is based on a strong division of males and females with distinct roles that are expected from them. Based on these defined social expectations, a male child is raised differently from a female child. This is how an individual begins to experience stereotypes way before the conscious recollection of what they really are and consequently, my brought up was not different from an average female belonging to the middle class in Pakistan.

I entered in educational management as vice principal in public sector after nine years of teaching experience in private sector. Immediate experience of being a female educational manager in the organizational setup which I joined made me realize that my professional skills and competency was taken as surprise by my colleagues and higher officials as I stood up against their preconceived notions that female educational

manager usually lack computer skills. With the passage of time, I realized that the organizational set-up which I joined have some fixed sets of managerial tasks that are divided among male and female heads while performing additional duties at regional level. For example, if an academic award ceremony is being organized, female heads will be responsible for decoration while males will be responsible for catering. Similarly, the developmental projects which involved open tender and dealing with contractors and masons, were allocated to male educational managers while the issues regarding curriculum implementation and developments were allocated to female educational managers despite the original job description did not specify and such division. All educational managers irrespective of gender, are expected to be well versed in all standing operating procedures, the matters of procurement, financial management and academic or curriculum development. I further realized that this division of task by higher administration also shaped the mechanism of professional development. For instance, when an opportunity to participate in a seminar or training regarding curriculum development was announced, more female educational managers were recommended while more participation of male educational managers was observed in the seminar/ training opportunities related financial management and developmental tasks.

This observation led me to believe that educational managers in my organization are being discriminated for allocation of tasks based on their gender. This subjective experience and early childhood brought up are accountable for determining my stance on research and interest to explore it further. The amount of literature available on this subject is more arched towards the plight of female being subject to discrimination, harassment and inequality. Majority of the studies explored the phenomenon from the spectrum of feminists while the plight of males has not been given due consideration.

The literature presents a significant gap when it comes to the exploration of the phenomenon from the angle of male. Usually, females are being presented as victims while males are labelled as the entities who are somehow responsible for their plight. Moreover, I am concerned with research that brings about transformation and dispersing the negative concept that only women are subject to gender stereotypes or discrimination. Observing the phenomenon from the point of view of different individuals also helped in developing my subjective objectivity which brought me to a point where I can segregate my personal biasness and be open to understand the notion from different perspectives.

3.4   Participants

The focus of IPA is on conducting idiographic analysis of individual cases before making the cross comparisons of similarities and differences across cases, hence, it emphasizes on selection of a small yet homogenous sample size. (Smith et al., 2009). Hence, purposive selection of participants is preferred over random or representative sampling (Smith & Osborn, 2003) because the goal is to find participants associated to a distinct group for which the research question is significant.

The purposive-convenient selection of the participants was done for this study. It has been recommended that qualitative studies require a minimum sample size of at least 12 to reach data saturation (Clarke & Braun, 2013; Fugard & Potts, 2014), hence, 12 male and female principals of in equal percentage were selected from secondary education level of public sector institutions located in Wah Cantt, Kamra, Sugjani, Rawalpindi and Taxila conveniently which is known collectively as Wah Region. Each participant was required to have a minimum 3 years administrative experience of secondary school. All the participants were senior principal of high school who have

been hired through an independent recruitment system prescribed under the Civil Servant Act 1973. The list of institution is Annexed (See Appendix C). Among the prospect participants, deliberation and convenience subject to the willingness of the individuals was catered. The demographic survey form was based on two parts. The first part catered the demographic details of the participants including their age, occupational status, age, marital status educational level and professional qualification. Table 3.a and 3b shows collective demographics for all participants. The second part of the survey form addresses the career demographics of the participants which included their hiring status, hiring grade, current service grade, over all teaching experience, overall administrative experience, administrative experience in secondary schools and any additional charge. Table 3.b shows the collective career demographics of the participants.

Table 3.a Collective Demographics

Participant (Coded Names)	Occupational Status	Age	Marital Status	Education Level	Professional Qualification
M1 (AA)	Principal	52	Married	MPhil	B.Ed, M.Ed
M2(AA)	Principal	50	Married	MPhil	B.Ed, M.Ed
M3(GM)	Principal	58	Married	MA	B.Ed, M.Ed
M4(AM)	Principal	48	Married	MPhil	B.Ed, M.Ed
M5(QA)	Principal	47	Married	MPhil	B.Ed, M.Ed
M6 (ID)	Principal	39	Married	MPhil	B.Ed, M.Ed
F1(FF)	Principal	43	Married	MA	B.Ed, M.Ed
F2(NM)	Principal	46	Married	MA	B.Ed, M.Ed
F3(RF)	Principal	45	Married	MA	B.Ed, M.Ed
F4(TJ)	Principal	39	Married	MA	B.Ed, M.Ed
F5(SA)	Principal	55	Married	MA	B.Ed, M.Ed
F6(TJ)	Principal	37	Single	MPhil	B.Ed, M.Ed

Table 3.b Collective Demographics

Participant (Coded Names)	Hiring Status	Hiring Grade	Current Service Grade	Over all Teaching Experience	Over all Administrative Experience	Administrative Experience in Secondary School in years	Additional Charge
M1 (AA)	Direct	BPS-17	BPS-20	29	24	19	Medical Committee Training, Member AC
M2(AA)	Promoted	BPS-17	BPS-18	20	09	06	
M3(GM)	Promoted	BPS-14	BPS-19	29	10	05	Sports Secretary
M4(AM)	Promoted	BPS-17	BPS-18	28	12	03	-
M5(QA)	Direct	BPS-18	BPS-18	21	10	05	Member AC
M6 (ID)	Direct	BPS-18	BPS-18	15	06	04	Member AC & RDC
F1(FF)	Direct	BPS-17	BPS-17	20	08	03	Member AC
F2(NM)	Direct	BPS-18	BPS-18	25	15	03	Training
F3(RF)	Direct	BPS-17	BPS-17	16	05	05	-
F4(TJ)	Direct	BPS-17	BPS-17	16	09	09	Member AC
F5(SA)	Promoted	BPS-18	BPS-19	28	12	05	Member AC
F7(TJ)	Direct	BPS-17	BPS-17	14	05	05	Member AC

The identities of the participants were protected by using pseudonyms or codes in place of the real names of each participant.

3.5 Instrument

The main aim of this qualitative phenomenological study was to explore and comprehend the first hand lived experiences of secondary school educational administrators regarding gender stereotypes in their occupational context. Smith and

Osborn (2015) elaborated that research questions in IPA are outlined largely and openly as we are not required to test a predetermined hypothesis or idea, it rather explores an explicit area in detail (Smith, et al., 2009). The questions in qualitative study differ from quantitative questions. Usually, quantitative questions focus on associates, links, and comparisons between variables and they are written as hypothesis. While on the other hand qualitative research focused on descriptions and details to elucidate the 'how' and 'what' of a phenomenon. In this regard, a face-to-face semi-structured interview based on twenty questions was designed (See Appendix D). These questions were initially designed in English and statements were reviewed by experts. The same statements were translated by an expert from the Department of Language studies into Urdu (Appendix E) for the convenience of participants in order to further make their understanding clear. The participants were given choice to adopt any mode of language to answer the questions.

The focus of interview is on gaining the essence of a participant's experience which allows the researcher to draw rich data having details. Though focused group discussions, observations and narratives are also used to extract detailed information but semi-structured, one-on-one interviews are much preferred to apprehend this type of data. (Smith & Osborn, 2015). With the help of semi-structured approach, participants are given an opportunity to "tell their stories, to speak freely and reflectively, and to develop their ideas and express their concerns at some length" (Smith et al., 2009, p. 56).

Twenty open-ended questions associated to three research questions were asked from the participants. The first research question "What gender stereotypes are faced by educational leaders at secondary school level?" was answered by asking the participants the following questions: 1) What is your opinion about male/females as

educational managers? 2)Did you ever feel being discriminated based on your gender? How? 3)What typical stereotypes do you face based on your gender being on this seat? 4)What are your thoughts regarding women's access to power and leadership? 5) Do you think males can be better principals than females? 6) Are you given due representation in tasks related to policy making and procurement? 7)How would you describe your organization's culture? 8) Do you believe that women are equally represented in top leadership positions as men? 9) Do you feel that gendered stereotypes affect women's professional development? Explain. 10)How might an organization's culture contribute to promoting gender stereotypes? Explain. The second research question "What challenges are faced by educational leaders with reference to their gender at secondary school level?" was catered by asking the participants the following questions: 1) What difficulties do you face while executing official tasks as male/female? 2) How do the parents/ general public treat you as principal? 3) What challenges do you face as male/female on this post? How do you cater them? 4) What is impact of being principal on family life? 5) What are the positive aspects of being principal based on you gender? 6) What are the negative aspects of being principal based on your gender? 7) What are some barriers that you have experienced during your career development? The third and last research question, "What are the measures to counter challenges of gender stereotyping used by educational leaders at secondary school level?" was catered by asking the participants the following questions: 1) How do you perceive yourself as an educational leader? 2) How do your teachers perceive you as principal? 3) What challenges do you face as male/female on this post? How do you cater them?

3.6   Ethical Consideration and Confidentiality

Before and during conducting any study, ethical issues are the principles and rules to be considered (Cohen Manion, & Morrison, 2007). It was pertinent to address these issues because qualitative methods are highly personal owing to their naturalistic nature (Patton, 2002). The in-depth interview process sought to reveal the inner feelings of the individuals. Considering the nature of the study, the names of participants and their institutions is kept confidential. The participants presented with the confidentiality agreement (See Appendix F) and a formal consent letter (See Appendix G) assuring them that their data will be kept confidential. Detailed information regarding the nature and purpose of the study was also provided in the same agreement. During the data interpretation, the demographic details of the participants is presented under the coded names were names to respect their privacy. Information that was considered private and possibly damaging was removed or disguised to protect the participant's identity. Because the interviews were conversational and open-ended, misconceptions were clarified as they occurred. Qualitative studies involved participants who volunteered to be co-researchers and they were allowed to withdraw at any time during the research. The interviews were recorded with the consensus of the participants. Few participants did not allow to record their interview, instead they preferred giving the answers in written form. The concerns were catered and the responses were accepted in written form as well. The interviews were transcribed and the participants were presented with the written transcription to revisit and recheck in order to improve the validity of the interview data. The researcher also gave the supervisors contact details to the participants in case they need to verify or needed more information.

3.7   Data Collection

In IPA studies, researchers intend to probe the phenomenon experienced by the participants as they 〝perceive and make sense of the things happening to them〞 (Smith & Osborn, 2003, p. 57). In this regard, such a data collection method needed which "invite participants to offer a rich, detailed, first-person account of their experiences〞 (Smith et al., 2009, p. 56). Hence, there was a need to use a flexible data collection tool (Smith & Osborn, 2003). Usually in IPA studies, the use of semi-structured interviews is suggested over structured interviews (Smith et al., 2009). During a semi-structured interview, a set of questions is used by researcher to guide the progress of interview rather than dictating it (Smith & Osborn, 2003). Such interviews provide room for flexibility where interviewer has freedom to explore unique ideas which helps in capturing rich data while facilitating rapport and empathy. (Smith & Osborn, 2003). Therefore, the researcher used a semi-structured interview for this study.

3.7.1   Interview Protocol

According to Smith et al (2009), the qualitative research interview cab be termed as a 'conversation with a purpose'. In such interviews, the goal of the interview is to extract the stories from the participants in their own words where the interviewer probes for greater details. The interview questions in IPA are designed in a way that they address the research questions without being research questions. (Smith et al., 2009). These questions facilitate discussion on the topic which helps the researcher to answer the research questions during the data analysis stage (Smith et al., 2009). A researcher also sets interview protocol which provides him a rough agenda including the topics of discussions in an anticipated order (Smith et al., 2009). When a researcher

prepares interview protocol ahead of time, he gets himself prepared for changes if the conversation takes another direction during the interview. The follow-up questions bring the discussion back on track (Smith & Osborn, 2003). The interview protocol used for this study followed the above-mentioned guidelines and can be found in Appendix D. During the interview process, written notes based on personal observations; things seen, and experienced were taken. Furthermore, a reflective journal was kept in order to record additional thoughts, questions, or internal conversations during every phase of the data collection. The data collected was immediately transcribed after each interview.

3.7.2   Research Setting

Considering the nature of study, the participants were selected from a geographical location that was both convenient and approachable for the researcher to conduct face-to-face interviews. In this regard, the most approachable district was Rawalpindi and Attock. Hence, the participant who were subject of the study, belonged to Rawalpindi, Taxila, Wah Cantt, Sangjani and Kamra. The institutions located in Taxila, Wah Cantt, Kamra and Sungjani are listed as institutions of Wah Region.

The researcher took the research approval letter (Appendix B) before visiting the participants. The participants were contacted prior to the interviews and the details were shared on the phone. The appointment was made prior to the day of interview and all the participants were visited in their school office for the purpose of the interview.

3.8   Reliability and Validity in Qualitative Research

Smith and Osborn (2003, p. 68) narrated that "validity, and the exercise of sufficient rigor to establish the credibility of qualitative study is considered to be no less essential than in any other form of research, but it is important that the criteria by

which is judged are appropriate as qualitative inquiry has different epistemological roots to quantitative methodology." A qualitative researcher needs to consider the reliability and validity of the research through study design, investigation, and summarizing results (Golafshani, 2003). Reliability means the test of the quality of the research but in the qualitative studies the aim is to comprehend a situation and to create understanding of it. Since reliability is a term used in quantitative measurements, it has no significance in qualitative research (Stenbacka, 2001). Many other researchers used terms like credibility, neutrality, consistency to demonstrate precision in the way data was collected, analysed and presented during qualitative research which ultimately labels it as reliable to be trusted (Golafshani, 2003).

The concept of validity is stranded in the specific research methodology (Golafshani, 2003). In phenomenological study, the integrity of a research is established when the data was collected meticulously, there was consistency in the analytic process, and the researcher can elucidate opposing meanings and show the audit track of data transformation taken to formulate the findings (Worthen, 2002). According to Smith and Osborn (2003), in IPA, validity is measured through internal coherence and presentation of evidence which implies that the discussion presented is both constant and acceptable by the data collected and sufficient verbatim quotes. Validity of this research is ensured by the researcher by through compilation and filing of data which allows independent audit. The filing of data has been done in a systematic way. This process includes filing of the research proposal, different certificates, the interview schedule, the audio and written recordings, transcripts, annotated transcripts, spreadsheets of coded data, tables of themes and other data analysis, draft reports, and the final report.

3.9   Data Analysis

Data analysis is an integral part of phenomenological research which helps to draw meaning of the data. According to Smith et al (2009, p 79), "the essence of IPA lies in its analytics focus. In IPA's case, that focus directs our analytic attention towards our participants' attempts to make sense of their experiences." IPA literature concentrates on supple procedures and values to analysis and is both iterative and inductive (Smith et al., 2009). The researcher in IPA studies needs to be ready for a multifaceted, intense and individual drive using perception and inspiration as there is hard and fast way to conduct analysis. In this regard, Smith et al. (2009) provided a supple, yet complete and comprehensive outline based on procedures, values, and strategies which IPA researchers have used in various studies. IPA is more commonly related to idiographic study which keeps its focus on the analysis of a single case in the process. This allows the researcher to analyse the case in depth, moving on to the other, and so on till all the interviews have been analysed. At this point, the researcher identifies the patterns across cases. There are six significant procedural steps to conduct the IPA of data which include:

3.9.1   Step 1: Transcribing, reading and re-reading a case

The analysis of the data begins in IPA with the transcription of interview for the first case when verbatim script of what was said is developed. After data transcription, member checks were performed to improve the accuracy, validity and credibility of the research (Harper & Cole, 2012). In this study, after conducting the interview, each participant was sent a copy of their individual transcripts to recheck, endorse and acknowledge the interview was transcribed and captured correctly. After the transcript was completed, the transcript was reread while listening to the audio-recording and

written notes of the interview and made preliminary hard-copy notes and observations (Smith et al., 2009). The researcher jotted down the initial thoughts and focused on the content. This reading and re-reading practice eventually helped in emergence of life stories, patterns, and key thoughts.

3.9.2 Step 2: Making initial notes on a case

During this step, the researcher focused on structure of language and explored semantics and made notes of relevant and interesting accounts (Smith et al., 2009). The process of getting familiar with the story of participant and the way it was narrated was continued during this step. The main objective of this step was to create a detailed and complete set of notes around four specific categories of comments including linguistic, descriptive, conceptual, and deconstruction. The descriptive comments are investigative comment that emphasis on phrases, main words, or clarifications shared by the participant and it pointed out the things that are important to the interviewee (Smith et al, 2009). The initial analysis focused on the face value of the statements of respondents with emphasis on the point which appeared to be significant to the participant and its relationships to what is vital for the researcher. The notes about use of language, metaphors, key words, repetition, analogies, pauses, silence, hesitation and fluency were also made by the researcher. There is a fair chance that at times the language the participant used, and the content that is being discussed may clearly be connected; and at times it may appear dissimilar (Smith et al, 2009). The third level observed the concepts and took the form of a question, labelling a swing in focus towards the understanding of participant on the matters being discussed. Here, the researcher reflected on refinement of conceptual ideas including cohesions, similarities,

variances and connotative meanings. Lastly, the text was deconstructed to bracket the salient seminal points of interpretation and documented comments

3.9.3 Step 3: Identifying emergent themes

The first two steps provided a comprehensive data set built on the transcription. It helped to identify and label emergent themes that characterized each section of the text (Smith et al., 2009). Here the focus of researcher shifted to data reduction while maintaining its true richness, connections, interrelationship and complexity of pattern as it was integral for analytic process.

3.9.4 Step 4: Searching for connections across emergent themes

Before this step, the scrutiny of the transcript and generation of themes was done with reference to the themes presented by the participant. The focus of step four is to develop a base where researcher could find the connections in themes to fit them in a frame (Smith et al., 2009). This step has been iterative and all themes were not combined into the final analysis. The researcher observed at themes with given six angles including: 1) abstraction, 2) categorization, 3) polarization, 4) contextualization, 5) numeration, and 6) function. The researcher clustered similar themes and developed a predominant name or label during the abstraction and categorization. The polarization is an analytic process in which the researcher tried to find opposing associations. During the stage of contextualization, the researcher closely observed narrative to cluster around sequential, three-dimensional, and cultural framework by focusing at key events. During the numeration, the researcher looked at the frequency of comments that supported a theme. During the function analytic process, the researcher scrutinised the specific meaning of a theme in context of the transcript.

3.9.5   Step 5: Moving to the next case and repeating steps one to four

When steps one to four are completed with one case and the researcher had absorbed the complete meaning and themes of a participant's story, the same steps were repeated for the interviews of all the participants after making reflections on personal reactions to the case. This process was repeated with the other cases until all twelve of the interviews had been transcribed, thoroughly read and re-read; themes known and links across the themes identified. This stage of analysis also involves the making of a summary table of the master themes for each individual participant

3.9.6   Step 6: Looking for patterns across cases

The last step was to search for the common patterns in themes of all the interviews (Smith et al., 2009). Here, the intention was to narrate how a theme addresses another theme from a different case. It also lists what themes were similar or different, and what themes appeared to be most significant. Finally, the themes were integrated in form of a table which listed the experiences of participants as a whole (Willig, 2001). After the master theme list was generated, each prevailing theme was summed up in the findings section in an attempt to reconstruct the lived experiences of my participants.

CHAPTER 4

PRESENTATION OF FINDINGS

The purpose of this study was to understand the lived experiences of twelve secondary school educational managers related to gender stereotypes which they might or might not have experienced holding that professional position. This chapter presents the main findings from the data collected through the semi-structured interviews with the research participants. The content of this chapter has been segregated into three sections. In Section I, each participant has been introduced so the readers could come to know their demographic details. In this section, the insight of their professional journey will also be given which might or might not have shaped their perception. In Section II, the structural elements or master themes that make up the phenomenon of gender stereotype have been shared. Lastly, Section III has presented the findings of the study and their relationship to the postulates of theories selected for the study.

4.1 Section I: The Participants

The participants of this interpretative phenomenological study comprised of twelve educational managers including six males and six females who are currently serving in secondary schools as principals. The participants were selected purposively based on the selection criteria previously mentioned in chapter three. Each participant presented consent and agreement to be a part of this study because their confidentiality was prerequisite, considering the sensitivity of the subject. During the course of narrating the findings of the study, the participants in discussion were presented using pseudonyms to protect their identity. The details which directly hinted towards their institutions or the names of individuals they used were also omitted or disguised on ethical grounds to protect the privacy of the individuals. This section gives us the insight

to collective demographic of the participants firstly then each participant has been individually introduced so that the readers could get the detailed account of their career profile and job experience.

4.1.1 Collective Demographics of Participants

During the interview process, the participants shared the information regarding their academic qualification, professional qualification, teaching experience, administrative experience and additional responsibilities. All the participants belong to the public sector institutions located in Wah Cantt, Taxila, Kamra, Sangjani and Rawalpindi. The minimum qualification was not less than a master degree and all the participants hold professional qualification including a Bachelor and Master in Education. Six participants hold MPhil degree while one is enrolled in Ph.D course. All participants are between the ages of 39 to 58. While studying the career profile of the participants, it has been revealed that no participant has less than ten years teaching experience or five years administrative experience. All of them hold a minimum three-years' experience of administrating secondary schools. The collected data also revealed the additional duties that these participants were performing at regional level. The details of their collective demographics have been listed in table 3.a and 3. b in the previous chapter.

4.1.2 Individual Introduction of the Participants

The individual introduction of participant has been described below under the pseudonyms. These pseudonyms were coded according to a systematic pattern. For instance, the first letter "M" refers that the participant is a male or "F" represents that the participant is a female. The digit following the first letter indicate the number each interview was conducted and two letters in the parenthesis represent the initial letters

of the participants first name and last name. This is how coded name was given to each participant.

M1 (AA): He is one of the most senior principals in the system who has twenty-nine years teaching experience. He has been into administration for almost twenty-four years and for past nineteen years he has been officiating in high schools as senior principal. He holds a Master and MPhil Degree in Education. He has been recruited directly as a principal in this department. Ever since, he has been holding an office as Drawing and Disbursing Officer (DDO) principal. He has served in a number of schools and have been rendering additional duties in training and mentoring new inducted officers. He has also been a part of different committees including the president of medical reimbursement committees who has been responsible for screening the reimbursement cases of all the employees of the region. He interestingly asserted his active involvement in official matters in the following words:

> *Yes. My opinion is always welcomed and valued in the matters of policy making. I have always represented my region at higher directorate and ministry level in the matters of policy making and curriculum implementation.*

M2(AA): He holds a Master and MPhil Degree in Educational Planning and Management. He has been inducted directly as vice principal through an open competitive exam. He has officiated as vice principal and principal of secondary school after gaining the teaching experience of over nineteen years. He held an office as DDO (Drawing and Disbursing Officer) principal. He has been associated with professional development and training section as training coordinator for over six years. He reflected his involvement in different matters by saying the following words:

> *... I am officiating as a principal in evening school and at the same time I have am being a training coordinator at TTC (Teacher Training Centre). Being a training coordinator, I have to be present in the centre during the morning time while at my school in the evening. Besides that, I am also a member of academic council which again has some additional duties.*

He has also been a member of academic council who are responsible for monitoring and evaluation of academic performance of different institutions in the region.

*M3(GM)***:** He has been in the system for almost thirty years who started his career as a teacher. He holds a Master Degree. He has been promoted gradually to reach the position of the principal. Currently he is holding an office of DDO (Drawing and Disbursing Officer) principal. He has been transferred and posted to different institutions in Pakistan. He will retire from the service in two years. He has been part of so many committees and currently serving as sports secretary to manage co-curricular competitions in Wah Region.

M4(AM): He holds an MPhil Degree in English language and linguistics. He has almost twenty-eight years teaching experience in the public sector. He has been hired directly as vice principal and promoted to become a principal twelve years before. Currently, he is holding an office of DDO (Drawing and Disbursing Officer) principal. He has been to different stations across Pakistan as teacher and principal. He has been serving as secondary school principal for past three years.

M5(QA): He holds an MPhil Degree in Education. He has been in the system for past twenty-one years. Initially, he joined the system as a science teacher and later got recruited as principal against the open advertisement on higher post of principal directly. He has ten years administrative experience in the system and has served in a

secondary school as DDO (Drawing and Disbursing Officer) principal for five years. He has been assigned different additional duties including assistant training coordinator and member of academic council. Under these duties, he has been monitoring and evaluating o fourteen other institutions of the Wah Region.

M6 (ID): He holds an MPhil Degree in Urdu Literature. He also started his career as a teacher in the system and later on got inducted as principal through open advertisement. He has the experience of administrating primary and secondary schools for six years as DDO (Drawing and Disbursing Officer) principal. He has been performing few additional duties including being president of Regional Developmental Committee (RDC) who has been responsible for initiating repair, maintenance and construction related project in the region. He has also been in organizing committee for holding different formal functions in the region. He is currently performing duties as member of academic council and monitoring fourteen institutions. He expressed his involvement in different official matters in the following words:

> *... as member of Academic Council, I take part in making policies for Regional office as well Directorate. I have also been given opportunity for procurement many times as member Regional Development/Purchase Committee. Presently I have been assigned duties as President Academic Council -1, Wah Region…*

F1(FF): She holds a Master Degree. She has served two different public sector organizations over the course of her teaching period. She joined Wah Region as a Trained Graduate Teacher (TGT) and later through open advertisement, she got inducted as vice principal in secondary school where she taught for two years. She has been officiating as DDO (Drawing and Disbursing Officer) principal for past three years. She has performed different additional duties including being member of academic council. She has been associated with planning, screening and editing annual

exam/ papers for the region. She also has been a member of committee for organizing events at regional level.

F2(NM): She holds a Master Degree in Teaching English as a Foreign Language (TEFL) and currently, she is enrolled as MPhil Scholar. She has a vast administrative experience in both public and private sector of Pakistan. She has worked as an administrator for fifteen years and later through open advertisement, got selected as a vice principal in public sector. Ever since, she has been officiating as DDO (Drawing and Disbursing Officer) principal in high school in Sungjani. She has also been associated with training branch of the system who is working as master trainer and resource person on different government funded projects. She has been respected a lot for her contributions in the betterment of her institution. The same she reflected in the following words:

> *…The teachers have high regards for me because they know that she has an extensive experience and background knowledge also and she is a good academician as well and more over they regard my hard work and my diligence and more over my vision to transform this school into a good school. So, they perceive my role as a principal in very positive terms…*

F3(RF): She holds a Master Degree in Economics and has over fifteen years of teaching experience. She started her career as a teacher and later got inducted through open advertisement as principal. She has been officiating as DDO (Drawing and Disbursing Officer) principal in a secondary school of girls for over five years in Rawalpindi. She is holding an office as Drawing and Disbursing Officer (DDO) principal. She has also been a master trainer to train newly inducted teachers. She entered in this profession somewhat reluctantly as it was not her first choice but she adjusted well. The same she expressed it by saying the following statement:

I never intended to be in education set-up initially. I always wanted to be a banker after ding MBA. But I have to shape my education according to the choice of family as no once liked the women in bank job in our family. I ended up doing masters in economics and adopted this profession as it is respected a lot.

F4(TJ): She has vast experience to teach in both public and private sector. She holds a Master Degree in Economics and has over sixteen years of teaching experience. She started her career as a teacher and later got inducted through open advertisement as vice principal. She has been officiating as vice principal in two different secondary schools and currently she is working as DDO (Drawing and Disbursing Officer) principal Gudwal Wah Cantt. She has also been member of different academic committees and has organized cocurricular events at regional level.

F5(SA): She holds a Master Degree in Mathematics. She has been inducted as teacher in the system about twenty-eight years ago. She has joined this profession by choice which she clearly stated in the following words:

No! I always wanted to be in this profession and I have felt no barriers in my career development. I have never felt that being female has created any hurdles in my professional development.

She has reached this position of principal by going through step-by-step promotions. She has been holding the office as DDO (Drawing and Disbursing Officer) principal in different primary and secondary schools for past twelve years. She has performed different additional duties including being member of academic council. She has been associated with planning, screening and editing annual exam/ papers for the region. She also has been a member of committee for organizing events at regional level.

F6(TJ): She holds a Master Degree in Teaching English as a Foreign Language (TEFL) and an MPhil in English Language and Linguistics. Currently, she is enrolled as Ph. D Scholar in English Linguistics. She has a vast teaching experience in both public and private sector of Pakistan. She has worked as an English teacher for fifteen years and later through open advertisement, got selected as a vice principal in public sector. Ever since, she has been officiating as DDO (Drawing and Disbursing Officer) principal in high school at Kamra. She has also been foreign qualified and certified trainer who remained associated with foreign funded exchange programs. She has performed different additional duties including being member of academic council. She has been associated with planning, screening and editing annual exam/ papers for the region. She also has been a member of committee for organizing events at regional level. She expressed her active involvement by stating this:

> *...I am a part of the Regional Academic Council to carry out regional level tasks assigned to our council. I have also been a member of the National Curriculum Committee in the subject of English.*

4.1.3 Closing Thoughts Regarding Participants

The data collection process for this study was indeed a rewarding and insightful experience as it allowed me to probe into the living experiences of twelve capable and accomplished principals who earned this position by dint of their hard work and dedication. Some of the participants have been apprehensive about telling their stories in the beginning but with the passage of time they opened up and let their guards down. In two cases, I have to ask additional questions to further clarify the content so the maximum output can be generated. Despite of the fact that there are many comparations in their circumstances and experiences, but each participant presentive an exclusive standpoint regarding the phenomenon of gender stereotype. It was a satisfying

experience to hear their stories and their strategies to overcome the hurdles in the course of their professional journey. The data collected during the study, provided a chance to explore and comprehend the lived experiences of each participant with main focus on gender stereotypes. As a result, various structural elements emerged, and the next section is

based on providing detailed information on the emergent themes.

4.2   Section I: The Structural Elements

As it has been mentioned in chapter three that the structural elements are the summary of all the themes that have been identified and clustered during the data analysis process (Willig, 2001). In others words, these structure elements are based on master themes each containing a cluster of different emerging sub- themes. In this study, the IPA of twelve cases resulted in six structural element or super-ordinate themes that have appeared from cross-case analysis. These master themes included: over generalization; discrimination; social and psychological mechanism, gender and stereotypes; gender-specific challenges and counter measures to deal with gender stereotypes. Table 4.a provides a precise table of all structural elements and sub-themes associated to the three research questions of the study which were identified during the data analysis stage. Sub-themes identified across the cases were mostly consistent and according to the participant descriptions. A small number of sub-themes were exclusive to specific participants. All the themes are associated with the research questions of the study as a mapping structure for the reader. The raw data from all the participants give a detailed account of types of gender stereotypes the educational leaders faced. Quotations or verbal utterances are used throughout the chapter to illustrate themes in larger detail. All the verbal utterances have been extracted from the raw data verbatim.

This section provides the detail of all the super-ordinate and sub-themes with supporting evidences from the data.

Table 4. a
Theme Mapping

Super-ordinate Themes	Sub-Themes
RQ 1: What gender stereotypes are faced by educational leaders at secondary school level?	
Super-ordinate Theme 1: Over Generalization	Sub-theme 1.1: Over Generalization of Male Attributes Sub-theme 1.2: Over Generalization of Female Attributes
Super-ordinate Theme 2: Discrimination	Sub-theme 2.1: Task Allocation at Work Place Sub-theme 2.2: Differentiated Treatment Sub-theme 2.3: The Glass Ceiling Effect Sub-theme 2.4: The Glass Cliff Effect Sub-theme 2.5: The Glass Elevator Effect
Super-ordinate Theme 3: Social and Psychological Mechanism	Sub-theme 3.1: Gender and Social Division Sub-theme 3.2: Gender and Social Expectancy Sub-theme 3. 3: Nurturing and Psychological Effects Sub-theme 3.4: Cultural Norms
Super-ordinate Theme 4: Gender and Stereotypes	Sub-theme 4.1: Gender-Stereotyped Characteristics Sub-theme 4.2: Gender Stereotypes and Biases Sub-theme 4.3: Leadership-Specific Stereotypes Sub-theme 4.4: Effects of Gender Stereotypes
RQ 2: What challenges are faced by educational leaders with reference to their gender at secondary school level?	
Super-ordinate Theme 5: Gender Specific Professional Challenges	Sub-theme 5.1: Gender-Specific Challenges for Educational Leaders Sub-theme 5.2: Organizational Culture Sub-theme 5.3: Work-place Harassment
RQ 3: What are the measures to counter challenges of gender stereotyping used by educational leaders at secondary school level?	
Super-ordinate Theme 6: Counter Measures to deal Gender Stereotypes	Sub-theme 6.1: Endurance Sub-theme 6.2: Support of Family and Friends Sub-theme 6.3: Breaking Norms

4.2.1   Super-ordinate Theme 1: Over Generalization

The first structural element identified was over generalization. According to stereotype theory, there are general perceptions about few characteristics that are associated with a particular sex. For instance, men are generally perceived as strong, ambitious, independent and decisive where as women are considered emotional, weak, dependent and less ambitious. With reference to this example, over generalization come

into action when it is perceived that all men are strong, ambitious, independent and decisive or all women are emotional, weak, dependent and less ambitious. This theme emerged throughout the cases where both female and male heads of the institutions quoted them being subject to over generalization negatively based on their gender. They also mentioned that their individual differences were taken out of the social context and based on generalized characteristics they have been denied opportunities to grow professionally. In order to address this theme separately from the perspective of both female and male principals, it has been divided into two subthemes where the phenomenon is analysed from the angle of males and females separately.

4.2.1.1 Sub-theme 1.1: Overgeneralization of Male Attributes

The first sub-theme that emerged during the data analysis was over generalization of male attribute to all other males which often resulted in discriminated treatment of individuals. When we talk about over generalization of male attributes, it has been observed that all six male participants M1(AA), M2(AA), M3(GM), M4(AM), M5(QA), M6(ID) hinted towards being victim of this and presented illustrative examples of how their unique skills have been ignored and negative overgeneralized attributes like: males are careless heads; they administer punishment etc. are overgeneralized to them. Similarly, the data collected from female educational leaders also stated the overgeneralization of negative male attribute which influenced the opinion on males as educational leaders.

M1(AA) described his experience regarding being overgeneralized of some gender specific attributes in the following words.

...there is a general perception that the institutions having male principals have bad results; males are usually careless administrator; they don't take their job seriously;

their institutions are less clean and less decorated but I feel there are many other reasons if an institution has these problems. It's not because a male principal is heading it. A lot depends on the location, resources and availability of staff…

Similarly, M2(AA) also shared the same experience of being overgeneralized of subjective factor by saying the following words.

…men are often regarded as emotionless and strict in nature. At times when I am dealing with few female staff members, they expect to be treated with extraordinary leverage owing to their family … it becomes difficult to argue with them on standard operating procedures and job norms…

M4(AM) hinted towards a unique experience by stating that men are not only subject to overgeneralization according to subjective personality factors, but he also stated that it is generally assumed that they are more prone to commit financial embezzlement by stating the following words while referring to gender stereotypes he faced:

…male principals are more care less, less punctual and more prone to embezzle school funds…

The experience of overgeneralization has also been deeply felt by M5(QA). He stated that as a result of overgeneralization, his intentions were misinterpreted. He expressed his concerns by saying it the following way:

…Sometimes people judge my hard work and mission with my strictness. Sometimes people compare me with other principals and their policies…

The interesting finding surfaced when few participants themselves overgeneralized few gender specific attributes during their interviews. For example, M6(ID) overgeneralized the subjective personality factors that males are not suitable to be managers of primary level institutions by saying the following words:

…females prove them better Principals for Montessori/Junior Sections. However, in boys' high schools, only male heads should be appointed…

The data collected from female principals not only suggested that they have been victims of overgeneralization but their conversation also revealed that they have overgeneralized few subjective stereotype characteristics to all male educational managers while sharing their opinion. For instance, when they were asked to narrate the management capabilities of male educational managers, a repeated pattern of characteristics like: lazy, careless, ill planned and irresponsible surfaced. F1(FF) attributed the following words to them:

Men are usually careless, ill planned, and less devoted to this profession…

Similarly, F2(NM), F3(RF), F4(TJ), F5(SA) and F6(TJ) came up with similar opinion about male managers. F2(NM) narrated her opinion in following words:

… I found them qualified but they are not very hard working... not very hard working………. Majority I have seen they are not good at in running the schools, in the up-keep of the academics and I strongly believe at this level, at primary and middle school level, the schools should be headed by the female educational managers instead of male educational managers.

In agreement to F2(NM), F3(RF) stated her opinion in following words:

Male managers take less interest and they are a little careless may be because of their family responsibilities. You must have seen it at home as well that a little carelessness is a part of their nature. The same difference I have observed in the school's management of my surrounding that the schools which are being headed by male managers are not disciplined compared to the schools headed by female

managers and they do not care in majority of the matters as females do. I mean they don't take tension of any matter this is the reason they are not good managers.

F3(RF) also tried to link it with the example of home management where the role of males is passive. F4(TJ) also overgeneralized the attributes like careless and irresponsible to male educational managers in the following manner:

I personally think that male-heads are more careless and less responsible especially at school level. ......I mean they do not take as much pain as women take. They take everything as usual and stay calm.

F5(SA) also stated her opinion by making the following remarks:

I am saying this that males are not good appropriate educational managers in my point of view.

In addition to being careless, irresponsible and ill planned F6(TJ) commented on the soft skills of male managers and generalized the following attributes:

Male educational managers are qualified but not as much hardworking as the female managers are. Most of them are of the nature to take things easy and like to work in an easy-going mode. They are not as much compassionate towards their staff and like to be strict, sometimes, over burdening the members of the staff. They are not very much ambitious like female managers to work day and night to reach the excellence. They have a good command and control over various administrative matters with a strong decision power.

It is very interesting to find that one of the male participants M2(AA) also overgeneralized the negative attributes to male managers in agreement to all female participants by stating the following sentences:

Males can equally be good managers as females. But men usually find short cuts to do a task and are little careless. I personally feel myself a little casual then many of my female colleagues.

In short, the theme of over generalization has been widely observed in the conversation of both male and females. The male education managers expressed that the negative attributes like carelessness, ill-planning, irresponsibility have often been associated with them which undermined the capabilities of many educational managers who have been effectively running their institutions.

4.2.1.2 Sub-theme 1.2: Overgeneralization of Female Attributes

When we talk about overgeneralization, we are required to explore the theme from the angle of both males and females. The verbatim transcribed from both male and female educational managers showed that some stereotypical attributes which are associated with a particular sex have been generalized on all of them. Female educational managers also shared their experience by saying that some subjective qualitied like being emotional, hasty, indecisive and over sensitive are associated with them and they are often being underestimated to fulfil the requirement of managerial post. F1(FF) share her experience in the following words when asked about how others view her:

Women are emotional, hasty, and less practical. They can't handle money matters and people tactfully…

One particular overgeneralization is prevalent regarding the education sector that this field is more suitable for females compared to males. At one more occasion F1(FF) stated that:

Women are better managers in the field of education. Men may be good in other fields but in education women have excelled…

This thinking is prevalent throughout the verbatim of female educational managers that female managers are stereotypically better managers than males. Similarly, F4(TJ) projected few subjective attributes of females and overgeneralized them based on her experience in the following statement:

Female are more caring but less innovative……. they do not try to be out of their comfort zone…

More interestingly, few females themselves overgeneralized few negative attributes related to themselves which is not observed in the verbatim of male educational managers. In the above quoted statement this tendency has been reflected where attributes of being less innovative and being resistant to change has been highlighted by a female educational leader herself. Similarly, F2(NM) also generalized the prevailing stereotypical attribute that females are generally not good at handling financial issues to all female educational manager by saying this:

I could sense that as far as financial management is concerned, I have seen that both sectors, in public and private sectors, somehow women- female educational managers are not very good and active at financial management. ……………female educational managers are reluctant to take hard and tough decisions…

F2(NM) also quoted that female generally lack the decision power compared to men, Again it is an over-generalization of a negative attribute for female educational leaders. F6(TJ) also shared similar sentiments regarding female educational leaders but with a positive connotation:

They, mostly, tend to be more sensitive about the matters related to teaching learning processes, academic and psychological needs of the learners and   well-being of the staff under command. They are compassionate and accommodative. Female managers are hardworking and passionate to rise to the best level of achievement.

Here F6(TJ) generalized the subjective personality traits of female in a positive manner and presented it as something which contributes towards making female managers effective managers.

When we study the theme of overgeneralization of female attributes to female educational leaders with reference to the opinion of males, we also come across the mixed response. M1(AA) appreciated the as good managers but at the same time restricted the effectiveness of their management style only to academic matters in the following statement:

In my opinion, females are better educational leaders especially in managing the academic tasks.

Opposite to M2(AA), M4(AM) openly overgeneralized the subjective personality traits to all female educational leaders in the following words:

There is a general perception that women are less efficient or competent in practical life matters and cannot manage and control situations as competently as men do…

However, the choice of words which he made does not assert his personal opinion, it rather refers to general perception. M5(QA) and M6(ID) also expressed their opinion in careful choice of words but the hint of overgeneralization is evident in the undertone. For instance, M6(ID) stated:

However, females prove them better Principals for Montessori/Junior Sections.

Similarly, M5(QA) stated:

They have different styles and approaches and try to take work from their staff by verbal orders, appreciation, motivation and team work in best possible way.

Apparently, this statement reflects an appreciation for the leadership style of females but it has a slight undertone of them being submissive.

In short, the overgeneralization of female subjective attributes to the educational managers has not only been found in the conversation of males but females also used such stereotypical attributes for themselves reflecting them as their own weaker aspect of management style.

4.2.2   Super-ordinate Theme 2: Discrimination

The second super-ordinate theme is discrimination. Usually, discrimination is perceived as the act of differentiation among individual while taking a decision based on some criteria or merit (Dipboye & Colella, 2013) More precisely, it is considered as a discriminatory treatment of individuals based on some subjective judgment or criteria in the process of decision making. This could be based on personal preferences. The theme of discrimination has been reiterated throughout the conversation of both male and female educational leaders. It came into discussion with reference to the allocation of task, discriminatory treatment in terms of privileges, professional development opportunities and access to top management posts. The data analysis revealed five following sub themes related to discrimination.

4.2.2.1 Sub-theme 2.1: Task Allocation at Work Place

Besides the formal duties which all the educational managers perform with in their institutional premises, they are always engaged in additional duties on behalf of regional office by the higher administration. The additional duties include the academic, administrative and infrastructure related matters. Broadly, such additional duties can be

divided into two distinct categories: the one which involve outdoor traveling including purchase, procurement, monitoring and evaluation; the other which can be performed with in the four walls of institution including curriculum development, assessment and paper designing or planning related proposals. The participants openly discussed the theme of allocating differentiated tasks based on the gender. Majority male participants narrated that the outdoor activities are mostly allocated to them while the matters pertaining to academics have been allocated to female educational manager. M1(AA) described this theme by stating the following words:

> *…If you are referring to the allocation of tasks, I have stated earlier that outdoor tasks like conducting inquiries, doing inspections and the tasks which include excessive traveling are allocated to me being a male. Women are generally spared from such tasks due to family limitations…*

This can at times be a source of agitation for male educational managers because their family life is affected due to this as M1(AA) stated:

> *…the only thing that bothers is excessing traveling and outdoor work which is mostly allocate to male principals…*

The similar thoughts have been expressed by M2(AA) in his conversation when he was asked about the allocation of tasks:

> *Yes! Many times, it has been a feeling that females are being given different tasks. Heavier tasks that require speedy accomplishment and outdoor traveling are allocated to males while females are allocated only those tasks which can be completed within their offices so… yes at time I feel like that…*

Contrary to M1(AA) and M2(AA), M3(GM) did not agree to the prevalence of any sort of discrimination. He expressed his opinion by stating that this has been deliberately highlighted by individuals to get relaxation or personal motive:

I don't believe in discrimination but sometimes opposite gender may create issues related to gender discrimination. In our system, possibilities are there to highlight gender discrimination for personal favour or benefits.

M4(AM) and M5(QA) did not feel discriminated in terms of task allocation while M6(ID) expressed his views in agreement to M1(AA) and M2(AA) by stating the following sentences:

I think males are more answerable to higher auth as they are "males". Being male Principal, extra work is also assigned by Regional Office with the remarks that "Females are not supposed to perform better to supervise maintenance work of school buildings, regional functions management etc…

Females also shared their experiences regarding discrimination in terms of task allocation. F1(FF) denied being discriminated in terms of task allocation in following words:

People do underestimate me while allocating the tasks thinking I will not be able to do it but once I made my place in the system, I never felt any discrimination…

Her statement hints toward the lack of trust and being underestimated which shows that higher administration have doubts on the capabilities of female managers for execution of certain tasks and by dint of hard work, female managers need to earn their place. The similar connotation is reflected in the verbatim of F4(TJ) when she stated:

I work in [------System] I have to work in a restricted frame. And this is same for both males and females. Usually, when it comes to the allocation of duties from the

regional office, they keep me relax. I have not been given difficult tasks. They respect me being a woman….

While addressing the same issue, F2(NM) illustrated an incident in following words:

…once there was an inquiry going on and, initially, my name was there but, it was deleted just because of the fact that the place where inquiry was supposed to be held, is far off and being a lady, I won't be able to commute and my consent was not taken, and but, I was denied of that opportunity just because being, that I am a female, I won't be able to commute. So, commuting…. and then at times working on weekends, may be for example, I can recall for an event which was scheduled on Sunday and my educational manager, he did not ask any female head to join, instead he, took two to three male heads along … so I feel that in government sector, alloy of discrimination is there based on gender.

F2(NM) stated that the discrimination certainly exists in allocation of tasks to females despite they are fully capable of doing it. They are just denied the opportunity because they have been underestimated to execute the task. F5(SA) also expressed similar thoughts when she stated:

In procurement related matters, in our department, females are always kept in back. The way RDC (Regional Developmental Committee) is formulated, and whenever there is tender related work announced, there have been very scarce instances that females have been there but in policy making, they always include females…

Both males and females expressed that they have been discriminated on the basis of gender while allocation of additional duties on behalf of higher administration. It has also been expressed that this binary division is done on purpose and has been made part of the organizational culture.

4.2.2.2 Sub-theme 2.2: Differentiated Treatment

The second sub-theme which surfaced under the cluster of discrimination is differentiated treatment. When we talk about differentiated treatment, we refer to the different way of dealing against a similar type of action based on gender. It also includes the differentiated treatment against the availability of any opportunity which is equally presented for both female and male managers however, a particular gender has been favoured or denied it due to an arbitrary reason. For instance, the opportunity of professional development, different rewards, reprimands or favours against similar action. This theme came into discussion with two females and four males during their interviews.

M1(AA) in his conversation, put them forth in the following words:

…being a male, I have often been allocated outdoor duties. There is a general practice that whenever posting or transfer is prerequisite, females are given nearest stations to their home as they cannot stay outstation due to family limitations. The male principals are often posted to out station schools only because they are male and they can survive in such circumstances. I have been posted here from home station and I daily commute from Rawalpindi. This creates a little inconvenience, but I manage to handle it and drive daily to my work place…

The same point was raised by M3(GM) in following words:

I have experienced few barriers during my career development as I was appointed at 300 km away from my native town…

While talking about organizational culture, similar experience was narrated by M2(AA) when he stated:

The culture of my organization is not balance in terms of equal distribute of work. Those who know to work, are burdened with more work whether they are male or females. Our higher administration relies more on males.

M6(ID) highlighted the point of dissimilar treatment in following statement:

…for example, co-staff in […Name of organization Exempted] have been accepted in Boys' schools for the last 15 years but it is still not accepted in Girls' schools due to some stereotypes.

He narrated that, women are being posted as principals in boys' schools and males heads are not recommended to be posted in girls' school while there is no as such discrimination in teaching staff. Both male and female teachers are teaching in these schools. M5(QA) while addressing the issue of professional development, hinted towards the dissimilar treatment. According to him, women are being given more opportunities for professional development compared to men as he said:

There is no hurdle in professional development of females; however, for development or progress, women are even preferred…

The theme of differentiated treatment also surfaced in the talk of two female participants as well. F2(NM) and F3(RF) also mentioned in their talk that they have been victim of differentiated treatment as F2(NM) said:

…since I came to the government sector, discrimination is there. And a little example I give, like for example, when it comes to the training side, and I have felt many times that my manager, my immediate boss, he prefers giving those training opportunities as a trainer to the male counterparts as compared to me, although, he understands and he realizes that I have a potential, much better potential than the male counterparts and male head teachers and educational managers but somehow, he is

always of the opinion that men come first and they should be, they are better trainers

and they should be in the training section and they should be there more…

Similarly, F3(RF) also expressed:

Yes! At times we feel discriminated based on gender especially its very common in

a male dominating society. It is my personal experience that no matter how lower

level employee is there, if you go to them for work, they do discriminate females from

males based on gender. It happens. When you go to different offices for official work,

they try to make you go there again and again unnecessarily especially being female,

if you don't give them due attention or protocol. They deliberately try to create

hurdles, put you in defaulter list so you need to go there again and again…

Here F3(RF) pointed out being discriminated in official matters and the way she has

been received by others while dealing in different offices.

When we closely look at the conversation of both male and female participants,

we realize that the theme of differentiated treatment is there. Males usually mentioned

it in terms of task allocation, posting-transfer while females discussed it with reference

to professional development opportunities and general attitude while dealing it.

4.2.2.3 Sub-theme 2.3: The Glass Ceiling Effect

The analogy of glass ceiling referred to Federal Glass Ceiling Commission of

1995 which prescribed discriminatory and impenetrable barriers in United States for

women to reach managerial positions irrespective of their competence (Wirth 2001).

This commission received criticism widely. A great deal of literature is found on glass

ceiling affect. The theme of glass ceiling affect surfaced in the conversation of all the

participants while replying to the question related to women access to top management

posts. Irrespective of gender, ten participants expressed that the women are underrepresented in top management level posts in their organizations.

M2(AA) put forth this theme in the following manner:

There are very few females that I see in our directorate. In fact, at our regional office, there in not even a single female but when I look at the school management level. Females are more in number…

M3(GM) also agreed to it in the following statement:

Ours is the male dominating society where women are deprived of equal rights. Now a days, women make their way to hold top leadership position, despite discrimination in our system…

Similarly, M4(AM) and M6(ID) agreed to the lack of representation of women in top management places in following ways respectively:

No! women are not represented in top management positions as men.

And:

Yes, representation ratio of women is increasing day by day.

All six female participants agreed that women have less representation in the top management posts. They also tried to address the reasons for it in their conversation. F1(FF) put forth this theme in the following words:

Well, if I look at my department top management, it has mostly males appointed at director positions but at institutional level females are leaving males behind.

Similarly, F2(NM) expressed the same them in this manner:

Of course not! In Pakistani scenario still at top position, you see its male dominance. It very vivid, it's very clear, it's very open and one can see that it's not equal

representation in top leadership positions in every department or in every institution or in every aspect of life…

F3(RF) agreed to both F1(FF) and F2(NM) in these sentences:

No! Women are not equally represented in top management position as men. There are many reasons for it. Top management positions have a lot of social an and political pressures and women are generally scared to be at such positions. I personally did not accept this position myself as I know, it's hard and difficult for woman. On contrary, men are fearless and they perform better at these positions Women cannot take pressure of such posts.

The repeated pattern of this theme suggests that the Glass Ceiling Effect is mostly seen at the top management level. As F4(TJ) suggests:

Not at all…… If I look at my organization, majority of the teaching staff is female. Even the ratio of female principals is equal to male principal and probably more than them but if I look at the regional offices and head offices, I cannot think of any female general staff officer or director who is female. Even the administrative staff that is deputed in such offices is all male…

F5(SA) at two occasions expressed the presence of this theme. Firstly, she stated:

If we look at institutional level, females are in majority but if we look at higher authority or directorate level, it's always male oriented. All are males who have occupied seats there. We hardly see any female there. At higher authority level, we have no voice. No representation.

At another instance, she addressed it with reference to top management place:

No! Women are not equally represented in top management position as men. These things are not in our control. It is in the power of government that top managements positions are being given to them. They are not given to females.

Similarly, F6(TJ) strongly suggested the prevalence of the Glass Ceiling Effect in her organization in the following verbatim:

In my opinion, women are underrepresented in top leadership positions. It is quite obvious from the top hierarchical positions in our country as well. There fewer females on the key positions and mostly men are holding key positions in the power structure. Even the few women who are there, have a long history of challenges to reach that position and to retain that as well.

The subordinate theme of Glass Ceiling Effect has emerged throughout the conversation of all the participants without and contradiction. All the participants hinted towards the organizational system which lacks the representation of women at top management positions.

4.2.2.4 Sub-theme 2.4: The Glass Cliff Effect

The Glass Cliff concept refers to the practice of appointing women to those top management post which are risky and challenging for either of the gender. It gives the impression that the glass ceiling phenomenon has been overcome by the woman but on the contrary, such positions where women are bound to fail like any other individual, contribute negatively towards the stereotype for women being weak managers (Haslam & Ryan, 2008). This is a less obvious subordinate theme which emerged from the verbatim of only two female participants.

F3(RF) pointed out to this experience by addressing the differentiated treatment which women are being given at top management seats. She hinted towards it by stating:

Not everybody is bad or good but it is obvious that females face a lot of problems in every matter as wherever they go even to an office for any matter, they face many hurdles and are more likely to be exploited by people no matter how minimum the level is, they face it to a certain extent. Their work is being delayed or they are called again and again. Moreover, if you are dealing at the school level, even then you need to be a little more careful being a female compared to males…

She further stated:

…they deliberately try to create hurdles, put you in defaulter list so you need to go there again and again…

Her statement shows that women are being presented with more hurdles in order to give the impression that they are not good at dealing certain matters. Agreeing to her F4(TJ) also stated that:

I feel women have given me more hard time compared to men. The reason for this is that there is a gap between gender. We have separate schools for girls and boys. Females are more likely to interact with females compared to males…

She explained that the situation which can be equally difficult for both male and female educational managers, has been made more difficult for women which might portray them as ineffective educational managers. Although this sub theme reflected in the conversation of only two participants but it is worth mentioning as we discuss it under the structural element of discrimination. The last subordinate theme which emerged in less obvious manner under the superordinate cluster of discrimination is the Glass

Elevator Effect. This basically refers to discrimination against men in the organizations where female managers are in majority.

4.2.2.5 Sub-theme 2.5: The Glass Elevator Effect

The Glass Elevator Effect refers to the under representation of males in top management posts in the organizations where females are at dominating position. Very few researches are found on the Glass Elevator concept where the discrimination against men is explored in in female dominating professions. Statistically, this phenomenon is less likely to happen and is restricted to few professions. Education is usually considered female dominating profession where hypothetically this phenomenon should be prevalent in obvious form but it is surprising to note that only one female and one male participant pointed it out. While drawing a comparison between public and private setup. F2(NM) stated that:

I will be drawing a comparison between both the sectors. In private sector, I did not feel a lot of discrimination. Most probably, the reason could be that I was placed in a system which was female oriented system- [……… System] where, very few men were there. And mostly it was female dominant, female oriented organization, so probably this was the reason that I never felt discriminated…

The other instance has been quoted by M1(AA) where he referred to the representation of women in management position:

Yes, if you are talking about our department, women have due representation. In fact, you will see more female principals compared to males in our department. There are fixed seats and quota system in public sector where females have reserved seats on which no male can be selected. So, I feel males are underrepresented (he said it laughingly) …

In this verbatim, M1(AA) contradicted to others who stated their view about the under representation of women in the organization. The fact he referred to the quota system for selection of principals also highlight an important point that this was in the hiring rules that due representation must be given to female principals on fixed seats. The participant here talked about the management level only while the question was with reference to the top management. There is one more obvious reference to supra-segmental features of the conversation. The participant uttered the words humorously which indicate the slight undertone of being it ironic remark.

4.2.3 Super-ordinate Theme 3: Social and Psychological Mechanism

The next structural element which emerged as super-ordinate theme in the conversation of all the participants is the social and psychological mechanism that is observed with in the society in general and organizations in particular. When we talk about social and psychological mechanism, we are referring to cultural and social norms which defined a social division among males and females as a sex. The implications of this mechanism are deep rooted and everlasting. With the passage of time, they modify the personalities and thinking patterns of people and society. Both males and females have been attributed gender specific roles according to social division. These roles are driven on sociocultural and psychological traits which are associated with both the sexes. There is a rigid binary division created between both the sexes based on the attributes assigned to them. For instance, the male attributes that were associated with their image are: strong, brave, independent, stable and smart etc. whereas, the attributes usually associated with women are: weak, cowardly, dependent, emotional and dumb. The men are usually expected to perform the roles that larger in scale while women are attributed to perform the roles that are smaller. This larger-smaller scale opposition does not only distinguish male from female, but it also functions within the male and female

categories. For instance, men who have less respect or who are ridiculed are regarded as less masculine they are attributed with the terms who are associated with women. Similarly, the woman who are larger in respect are usually considered less feminine. A very common division of roles based on sex can be viewed in the private/public role where women are given responsibilities of house hold whereas, men are vested with the role of an earning hand for family hence, they have the central power which has significant implications at a wider scale (Bergvall, 2014). This stereotypical allocation of role often leads males and females to fit themselves in these roles even if their individual thinking may not agree to that.

This super-ordinate theme emerged during the conversation of the participants where time and often references were made to the social and psychological dynamics of the phenomenon. Under this cluster, four subordinate themes also generated including: gender and social division; gender and social expectancy; nurturing and psychological effects and cultural norms. All these sub themes are discussed one by one with the examples from the verbatim.

4.2.3.1 Sub-theme 3.1: Gender and Social Division

The first subordinate that emerged under the cluster of social and psychological mechanism is gender and social division. It has been argued by many researchers of social dynamics that the categorization of roles on the origin of sex begins at the time of birth when newly born girls and boys are distinguished with the colours pink and blue. As they grow up, they are bound to accept or rather fit in that division. One example of this social division is the role allocation of male and female in the family set up. Males are supposed to be brave and confident as they are the earning hands of the family. Females are supposed to be submissive and domestic as has to stay at home and raise children.

The clear hint of such stereotypical roles has been seen in the conversation of M1(AA) who stated that:

Usually there is a lot dependency on male workforce. They are overloaded with work and women are kept more relaxed. You can say it is a little male dominating but the main reason for this is that female have family restrictions. They cannot give more time due to the family obligations…

Here he hinted towards the stereotypical role of women and presented it as justification for difference in task allocation to female educational leaders. Similarly, one of the female participants F1(FF) also talked in the same context:

Personal life issues have often stopped from grabbing the opportunities in career development. I am a mother and wife. There are family expectations which sometimes do not allow to avail good opportunities and batter prospects but I don't have any regrets as I availed the most of what I have…

According to her, social commitments and division forced her to take compromising decisions which reflects that social division affects the career choices of women. Similarly, F3(RF) also presented it as a reason for her lack of focus on the professional commitments in following way:

The negative aspect is that sometimes I have to give more time to my school and office due to the responsibilities and my family and home gets ignored. I don't feel there is any other negative impact of it except when I have to give more time to my school…

Similarly, F5(SA) referred to the social division of male and females based on the fixed social roles that make them suitable or unsuitable for the post of educational manager by stating this:

Not in education. In education department females are more suitable. Males are not. There are many other departments in which they more needed. In such department, females, fail to work and there, males are more suitable but in education, females are more successful…

The reason which she presented for males not being suitable lies in the stereotypical attributes which are associated with males and females according to social set up. For instance, at one other place F5(SA) referred:

Females manager always look towards their institutions the way they see their home. They can easily assess the needs of students and the things that are needed for them like washrooms, water points, cleanliness or even the location that which this needs to be placed where…… all the aspects, as females are managing their homes and taking care of it, the same way they look after their institutions. No matter we have boys or girls in our schools as we have children of both gender at home, we know their needs better and what kind of environment we need…

By using the analogy of home and comparing it to the work place, F5(SA) though tried to justify her stance for females being better educational leader but at the same time she referred to the social division which expects females to be the home managers. The analysis of the conversation evidently depicts that there is a social division among males and females which expects them to behave in a way that it should be considered gender appropriate. This social division may also affect the career choices of both males and females as well as the way higher administration treat them.

4.2.3.2 Sub-theme 3.2: Gender and Social Expectancy

The role of parents and early lessons in gender role by them determine the expectations from both males and females. According to Siddiqui (2014), parental

attitude can influence the course of gender development as the preliminary creation of self-image that takes place in the family. Parents determine the role on the basis of sex. Girls are taught at an early age to perform domestic chores while boys are trained to perform the tasks that involve outside exposure. This is the reason women hesitate to bring change in their lives as they are brought up being less confident with little exposure outside the family circle. The theme of social expectancy also emerged in the conversation of different participants. Talking about career options, F1(FF) referred to few stereotypical professions which are considered socially acceptable for males and females. For instance, education sector is considered more suitable and respectable for females and more females are expected to join it contrary to males who are not expected to join this profession as their priority. This concept was reflected in the verbatim of F1(FF) in the following manner:

No, they can't be. Males take this job as part time, come into this profession accidently, mostly not by choice…

The similar experience has been expressed by F3(RF) who, while talking about her career choice referred that the social and family expectations did not allow her to take the profession of her choice, instead she has to change her career path to education just because it was considered more appropriate for women:

I never intended to be in education set-up initially. I always wanted to be a banker after ding MBA. But I have to shape my education according to the choice of family as no once liked the women in bank job in our family. I ended up doing masters in economics and adopted this profession as it is respected a lot. The point is, in our society, females are not at liberty to adopt any profession of their choice…

She further added that within the education sector, there are few posts that are not considered suitable for women like top management posts and social expectancy make it difficult for them to make choices. As she said:

Even now in this job, I was offered the post of deputy DEO but I did not accept it based on the fact that it's a field related job which is challenging for women to do. It is the environment which creates fear for certain jobs and females like me do not want to adopt such positions even if they are competent for it…

One more distinct factor of social expectancy is regarding how men or women should behave in different social situations. For instance, men are expected to be brave, aggressive and dominant in the middle of a feud. If a man shows submissive behavior, he is often ridiculed for being coward. Contrary to that in a similar situation, a female is expected to remain quiet or submissive. A bold and out spoken woman is usually not considered lady like. F2(NM) while referring to a dispute expressed her experience where she was expected to behave typically:

…I was asked to give back those rooms to the boy's school but giving those rooms back to the boy's school means that bringing the girls outside that was not acceptable and in this scenario, everybody wanted that I should be behaving submissively and quietly, I should be handing over rooms to the boys school but on contrast what I did that, took it up, I took the matter up with everyone, my line manager was not very happy with my step…

F5(SA) in her conversation referred to the social expectancy from a woman of being an effective home maker and a good manager as well. In her conversation she mentioned that:

Hmmm! Family life have no doubt been very disturbed. At times we have to ignore our kids. We have to neglect our kids and as an administrator we tend to be more assertive at our homes as well…

Somehow the professional expectation and family expectations overlap for women who have been expected to do their best both at home and work place. M3(GM) tried to give insight into the matter in the following words:

Our culture and civilization are deeply rooted in our ideology and religious beliefs. Organizational culture may contribute to promote gender stereotypes because women are restricted to some areas and they cannot contribute despite they want to play their role …

He stated that due to social expectations, organizational culture which usually reflects the social norms, may contribute towards the promotion of stereotypical treatment of women.

4.2.3.3 Sub-theme 3.3: Nurturing and Psychological Effects

As it has been discussed earlier that the social dynamics also have everlasting implications over the psychological development of individuals. The social division or categorization does not limit to the initial nurturing. The way boys and girls are treated and raised differently, they grow up modifying their personality in the same frame which they have seen at their home or which they are expected to adopt. For instance, an unorganized boy is acceptable as a norm but girls are all expected to be tidy otherwise, they are dubbed as ill-mannered or un-ladylike which is socially unacceptable. This categorization does not limit to the family and initial brought-up but as the child grows, it is carried to the institutions of schools and both print and electronic media. The same difference of treatment between girls and boys carries to professional

life and work place where men and women are subject to different treatment based on their gender. We as society are tuned to accept these roles that we sometimes cannot identify them as stereotypes.

The subordinate theme of nurturing and psychological effects also surfaced during the conversation of the participants. F3(RF) during her conversation drew attention towards the fear of certain professions for women that is result of nurturing and social upbringing which generates fears in women to adopt them. She stated:

…The point is, in our society, females are not at liberty to adopt any profession of their choice. Even now in this job, I was offered the post of deputy DEO but I did not accept it based on the fact that it's a field related job which is challenging for women to do. It is the environment which creates fear for certain jobs and females like me do not want to adopt such positions even if they are competent for it…

A similar view is shared by F5(SA) when she said that:

…But there are certain departments and professions like in civil services, if women go in such fields, they face a lot of difficulties at top management positions. They are unfit for such positions. Male are more suitable for such positions…

The point that in her opinion that females are unfit for certain job is the psychological effect of nurturing that makes one believe that they are not suitable for the positions which are susceptible to more pressure. Considering the role of nurturing, she stated a reference to her upbringing in the following words:

No, Alhamdililah (with the grace of God) I have never felt any difficulty. I have always been a tom boy since I was a kid. My father never used to call me a daughter. He always called me his son. So, I never had felt that being a female, I had some issues Alhamdulilah (with the grace of God).

The very fact she was brought up like boys again refer to the theme that nurturing has psychological effects on personality development. Females who are nurtured without being framed in the social expectations have more confidence to deal with social and professional pressures but at the same time they are labelled as 'Tom Boy'.

The same theme emerged in the conversation of male participants who provide a perspective with reference to discrimination in allocation of additional duties. For instance, M4(AM) said:

In our social setup, males have opportunity of having more varied experience of dealing and confronting real life problems, ups and downs, so it is generally perceived that males can be better principals…

Here it is implied that as a result of nurturing male have more exposure which gives them an edge over female as they become psychologically stronger and confident in dealing situations compared to women. Similarly, M5(QA) referred to the similar theme in the following words:

…many women like to keep themselves limited and hence they are unable to come forward and attain development especially in educational fields…

He referred to the social inhibition and the personal choices which keep women aback in excelling in their educational fields. Again, the reason lies in the way they are brought up.

In short, the findings reveal that the nurturing of male and females have a great impact over the psychological and personality development of individuals. Women who are raised to be submissive may have element of fear for taking quick and bold decisions

and men who are raised to be independent and confident are liable to reflect their confidence as educational leaders.

4.2.3.4 Sub-theme 3.4: Cultural Norms

The last theme that emerged under the cluster of social and psychological mechanism is cultural norms. Similar to social division, social expectancy and nurturing, religious and cultural norms also affect the way women or men are viewed or expected to behave. Social categorization segregates the social norms and living styles for both male and female. For instance, an unorganized boy is acceptable as a norm but girls are all expected to be tidy otherwise, they are dubbed as ill-mannered or un-ladylike which is socially unacceptable. This categorization does not limit to the family and initial brought-up but as the child grows, it is carried to the institutions of schools and both print and electronic media. The same difference of treatment between girls and boys carries to professional life and work place where men and women are subject to different treatment based on their gender. This theme also emerged in the conversation of participants. According to F1(FF):

… societal norms and so-called values are a big hinderance at times, whether it is related to studying in coeducation institutions or opportunity of working in banks at top positions. Women often have to sacrifice a good career opportunity due to these stereotypes.

Here she clearly indicated towards the cultural norms which can affect the academic and cultural development of women. F4(TJ) presented a different perspective on the theme and referred to the social awkwardness while interacting with opposite gender as a result of cultural norms. Having separate schools for girls and boys also contribute

towards the gap between both the genders which also affects their communication with each other in professional life. As she stated:

…We have separate schools for girls and boys. Females are more likely to interact with females compared to males…

One of the male participants M6(ID) also referred to this theme in the same context in the followings words when he hinted towards the natural awkwardness while communicating with female staff member due to the cultural norms:

… If a female is appointed as clerk in my institution and she is hesitant to deal with male staff members/parents, then I may have some problems in official tasks...........As a male Principal, I have to be more careful and cautious to deal with the female staff…

Other male participants also shared their perspective under this theme during their conversation. M1(AA) stated that:

In Pakistan there is a culture to be over protective about females just because of their own safety and well-being, hence, female prefer the profession which are culturally considered more respectful for women. This is one of the reasons that we have more women in education sector compared to men…

He clearly indicated to the social norms which affect the choices of women regarding their career. According to him education sector is socially acceptable and culturally respectable for women, hence, they prefer to adopt it. M3(GM) while referring to the organizational culture also highlighted the same point in the following words:

Our culture and civilization are deeply rooted in our ideology and religious beliefs. Organizational culture may contribute to promote gender stereotypes because

women are restricted to some areas and they cannot contribute despite they want to play their role to abolish gender discrimination.

Deep insight into the phenomenon of gender stereotype is presented in the next superordinate theme which directly address the stereotypes that both male and female educational leaders faced at their seat.

4.2.4 Super-ordinate Theme 4: Gender and Stereotypes

The fourth and most significant super-ordinate theme which strikingly emerged from the collected data is Gender and Stereotypes. Gender stereotyping typically refers to the attributes which are associated with personality traits, domestic behavior, occupation and physical appearance of individuals based on their gender. Fundamentally, stereotyping means smearing a set of behaviours and features that are common in a group to an individual generally based only on the supposition that the individual belongs to the group. Stereotypes are more like overgeneralized views about people that are grounded on their association in one of several social categories. Gender stereotypes generally vary on four dimensions including role behaviours, traits, physical/emotional characteristics, and professions which are expected from each gender separately. This is how people typically use stereotypes to help shape information about their social world they interact in.

The Super-ordinate theme of Gender and Stereotypes has been segregated in four themes including Gender-stereotyped Characteristics; Gender Stereotypes and Biases; Leadership-Specific Stereotypes and Effects of Gender Stereotypes. The presentation of these sub-themes is given bellow

4.2.4.1 Sub-theme 4.1: Gender-Stereotyped Characteristics

One of the sub-themes that emerged under the cluster of gender and stereotypes, is gender-stereotyped characteristics. These characteristics can be segregated into subjective or objective factors in the light of attribution theory with reference to work place. The object factors refer to the stable factors of an individual's personality including professionalism, skills and intelligence etc. and variable subjective factors include chance or luck etc. (Baroudi & Truman, 1994). Women are generally perceived as weak, intuitive, less decisive, dependent, emotional, less ambitious and non-competitive hence, these characteristics are labelled as feminine characteristics. On the other hand, males are considered more entrepreneurial, ambitious, aggressive, daring and prone to be in leadership position hence, these characteristics are labelled as masculine characteristics. During the interviews, participants made significant references to these stereotypical characteristics which can be elaborated through table 4.b

Table 4. b
Descriptive comparison of stereotyped male and female characteristics as educational leaders by participants

	Stereotyped-male characteristics	Stereotyped-female characteristics
M1 (AA)	…there is a general perception that the institutions having male principals have bad results; males are usually careless administrator; they don't take their job seriously; their institutions are less clean and less decorated…	In my opinion, females are better educational leaders especially in managing the academic tasks…
M2(AA)	…men are often regarded as emotionless and strict in nature……but there are general perceptions about us that men are lazy, they look for short cuts, they prefer doing outdoor work then focusing on their schools, if they are males, they must be good in computer and financial management …	Females principals are way better educational leaders then males. In many matters I find them much better. I have much admiration for the capabilities of female principals who are managing their institutions in a very good manner…
M3(GM)	Males as educational managers enjoy, dominant position in our education	Females play a vital role as educational manager. They

	system. They manage an organization in a smooth way by using different skills and techniques…	accept the challenges and prove themselves as successful managers as head of institution …
M4(AM)	Men are [often regarded as] more care less, less punctual and more prone to embezzle school funds……males are better educational leaders in view of them being more experienced in dealing matters of everyday life and having more exposure to the managerial situations…	Females can be good educational managers and many educational institutions are being run by them successfully…… there is a general perception that women are less efficient or competent in practical life matters and cannot manage and control situations as competently as men do…
M5(QA)	Sometimes people judge my hard work and mission with my strictness. Sometimes people compare me with other principals and their policies…	They have different styles and approaches & try to take work from their staff by verbal orders, appreciation, motivation and team work in best possible way…
M6 (ID)	Males are good educational managers for Elementary & Secondary level schools (Boys). They can provide the boys better opportunities regarding co-curricular & extra-curricular activates along with their academics …	In my opinion, females are better educational leaders than males, especially at Montessori/Junior level and co-education schools…
F1(FF)	Men are usually careless, ill planned, and less devoted to this profession…	Women are better managers in the field of education. Men may be good in other fields but in education women have excelled……women are [usually considered] emotional, hasty, and less practical. They can't handle money matters and people tactfully
F2(NM)	… I found them qualified but they are not very hard working... not very hard working …..majority I have seen they are not good at in running the schools, in the up-keep of the academics and I strongly believe at this level, at primary and middle school level, the schools should be headed by the female educational managers instead of male educational managers…	I could sense that as far as financial management is concerned, I have seen that both sectors, in public and private sectors, somehow women- female educational managers are not very good and active at financial management. …... female educational managers are reluctant to take hard and tough decisions.
F3(RF)	Male managers take less interest and they are a little careless may be because of their family responsibilities. You must have seen it at home as well that a little carelessness is a part of their nature. The same difference I have	Female managers are better managers compared to male managers. They are keen observer. Their level of interest is comparatively higher. They value minute things. The way they

	observed in the school's management of my surrounding that the schools which are being headed by male managers are not disciplined compared to the schools headed by female managers and they do not care in majority of the matters as females do. I mean they don't take tension of any matter this is the reason they are not good managers…	maintain their homes, the budget or they take pain in providing every facility to their kids, the same way female managers mostly run their schools the same way. On the contrary the male managers are little careless. The schools of female managers are found more maintained compared to male managers…
F4(TJ)	I personally think that male-heads are more careless and less responsible especially at school level. …...I mean they do not take as much pain as women take. They take everything as usual and stay calm…	Female are more caring but less innovative….... they do not try to be out of their comfort zone…
F5(SA)	I am saying this that males are not good appropriate educational managers in my point of view…	For educational management, females are more appropriate as we have every type of students. We have co-education in institutions. We have both girls and boys and we have kids of primary level and males are totally unable to understand their psychology…
F6(TJ)	Male educational managers are qualified but not as much hardworking as the female managers are. Most of them are of the nature to take things easy and like to work in an easy-going mode. They are not as much compassionate towards their staff and like to be strict, sometimes, over burdening the members of the staff. They are not very much ambitious like female managers to work day and night to reach the excellence. They have a good command and control over various administrative matters with a strong decision power…	They, mostly, tend to be more sensitive about the matters related to teaching learning processes, academic and psychological needs of the learners and well-being of the staff under command. They are compassionate and accommodative. Female managers are hardworking and passionate to rise to the best level of achievement.

According to table 4. b, the stereotypical subjective factors which are associated with males that are over generalized or they give negative connotation are: careless, lazy, ill-planned, non-serious, casual, emotionless, strict, prone to take shortcuts, less punctual, prone to do financial embezzlement, less devoted, less disciplined and

irresponsible. The objective factors with positive connotation for men are being: strong decision makers, cool-minded and good at financial matters. Similarly, the stereotypical objective factors which are associated with females that are over generalized or they give negative connotation are: less efficient, less competent, emotional, hasty, less practical, bad financial managers, weak decision maker and less innovative. While the positive attributes that are stereotypically associated with women are: capable, insightful, team-oriented and caring.

4.2.4.2 Sub-theme 4.2: Gender Stereotypes and Biases

The second theme which strongly emerged under the cluster of gender and stereotypes is the sub-theme: gender stereotypes and biases. If gender stereotyping refers to the attributes which are associated with personality traits, domestic behavior, occupation and physical appearance of individuals based on their gender than biasness suggests a strong feeling in favour of or against one group of people often not based on fair judgment. In case of gender division, these groups can be male and female. According to Carnes, Devine, Manwell, Byars-Winston, Fine, Ford and Palta (2015) these biases can be segregated as: expectancy bias (generalization of the stereotypical expectation from a group on the individual members as well); occupational role congruity (the obvious edge which a man holds for roles that typical demand traits like leadership); prescriptive gender norms (cultural conventions about the social display of women in terms of behavior and social persecution for violation of set norms); redefining credential (how similar set of credentials may be weighed differently based on who owns them); stereotype threat (how undesirable performance of a group stereotypically leads the individuals belonging to that group to consider them less able such as women in role of leadership and girls in studying mathematics) and stereotype priming (how a faint reference to male and female gender subsequently judge them).

The verbatim of participants reflect strong reference to this sub-theme. We can find the example of expectancy bias and occupational role congruity in the following statement of M1(AA):

I don't know that stereotypes can typically be good or bad but there are general perceptions about us that men are lazy, they look for short cuts, they prefer doing outdoor work then focusing on their schools, if they are males, they must be good in computer and financial management. They don't take pain for improvement of their institutions. They take favours from higher administration. They have an art to be in good books…. And many more…

Another example of occupational role congruity reflected in the verbatim of M6(ID) while addressing the issue of task allocation on the basis of gender:

I think males are more answerable to higher auth as they are "males". Being male Principal, extra work is also assigned by Regional Office with the remarks that "Females are not supposed to perform better to supervise maintenance work of school buildings, regional functions management etc….

The example of prescriptive gender norms can be seen in the verbatim of F2(NM) while stating the incident of a feud at work place:

I was asked to give back those rooms to the boy's school but giving those rooms back to the boy's school means that bringing the girls outside that was not acceptable and in this scenario, everybody wanted that I should be behaving submissively and quietly, I should be handing over rooms to the boys school but on contrast what I did that, took it up, I took the matter up with everyone, my line manager was not very happy with my step…

She stated that women according to prescriptive gender norms, may behave submissively. If they go against these prescriptive gender norms, they are not appreciated. The example of redefining credentials can be found in the following statement of F3(RF) when she implied that the attributes like confidence and being more accomplished are appreciated in male educational leaders while they are seen as otherwise in case of women:

Usually I tend to hear such comments that she is over confidents and proud, she has a very high opinion about herself, she takes advantage of being a woman. Stereotypes like she is very over confident and she is trying to impress others not on ability but on looks etc. ...

The example of stereotype threat can be found in the conversation of F5(SA) while commenting on the career choices in which she acknowledged that some professions are more suitable for women than other:

In terms of educational leaders its fine…. But there are certain departments and professions like in civil services, if women go in such fields, they face a lot of difficulties at top management positions. They are unfit for such positions. Male are more suitable for such positions…

No direct reference to stereotype priming is found in the conversation of participants

4.2.4.3 Sub-theme 4.3: Leadership-Specific Stereotypes

The third theme that emerged under the structural element of gender and stereotypes is leadership specific stereotypes. Gill (2009) discussed prescriptive and descriptive leadership styles in his study. According to him descriptive beliefs are more concerned with what men and women are typically like whereas prescriptive beliefs concern how men and women should ideally be like. More simply, it can be said that

descriptive beliefs label the possibility that groups will possess certain characteristics whereas prescriptive beliefs designate the worth of those traits. These roles are politically, socially and culturally driven and are subject to change with the passage of time. It is obvious that gender and leadership have been corelated with certain leadership styles which are stereotypically designated. The leadership-specific stereotypes which surfaced in the conversation of participants are illustrated in the table 4. c.

Table 4. c
Illustration of descriptive leadership-specific stereotypes of male and female educational managers

	Descriptive stereotypes of male managers	Descriptive stereotypes of female managers
M1 (AA)	…male principals have bad results; males are usually careless administrator; they don't take their job seriously; their institutions are less clean and less decorated…	…outdoor tasks like conducting inquiries, doing inspections and the tasks which include excessive traveling are allocated to me being a male. Women are generally spared from such tasks due to family limitations.
M4(AM)	Men are [often regarded as] more care less, less punctual and more prone to embezzle school funds… …males are better educational leaders in view of them being more experienced in dealing matters of everyday life and having more exposure to the managerial situations…	…there is a general perception that women are less efficient or competent in practical life matters and cannot manage and control situations as competently as men do…
F1(FF)	Men are usually careless, ill planned, and less devoted to this profession…	…women are [usually considered] emotional, hasty, and less practical. They can't handle money matters and people tactfully
F2(NM)	… I found them qualified but they are not very hard working... not very hard working…	I could sense that as far as financial management is concerned… somehow women- female educational managers are not very good and active…female educational managers are reluctant to take hard and tough decisions.
F3(RF)	On the contrary the male managers are little careless. The schools of female managers are found more maintained compared to male managers…	…they are keen observer. Their level of interest is comparatively higher. They value minute things…

| F4(TJ) | I personally think that male-heads are more careless and less responsible especially at school level. | Female are more caring but less innovative….... they do not try to be out of their comfort zone… |
| F6(TJ) | Male educational managers are qualified but not as much hardworking … they are not as much compassionate towards their staff and like to be strict…. they are not very much ambitious …they have a good command and control over various administrative matters with a strong decision power… | They, mostly, tend to be more sensitive about the matters related to teaching learning processes, academic and psychological needs of the learners and   well-being of the staff under command. They are compassionate and accommodative. Female managers are hardworking and passionate to rise to the best level of achievement. |

Considering the descriptive stereotypes, we can suggest the prescriptive stereotypes that are typically expected from lame and female managers. For instance, the prescriptive style for male leadership is generally they are expected to be strict, dominating, strong decision maker, careless easy going, having good computer and financial management skills whereas the prescriptive stereotypes that are associated with female educational managers are: they must be careful, submissive, keen observer, hardworking, compassionate, accommodative, sensitive, weak decision maker, less ambitious and weak financial managers. A slight changed leadership style that lies outside the prescriptive set of these stereotypical leadership specific traits, if observed in either of the educational managers, may cause a sense of surprise among the common viewers.

4.2.4.4 Sub-theme 4.4: Effects of Gender Stereotypes

The last sub-theme that emerged under the master theme of Gender and Stereotypes is Effects of Gender Stereotypes. While talking about the gender stereotypes the participants expressed their views on how these stereotypes affect their life in general and their career in particular. The findings strongly suggest that the

gender stereotypes tend to affect women more compared to men. One of the male participants, M2(AA) elaborated this point in the following way:

Yes! I believe gender stereotypes can affect the women's professional development a lot. Bold and out spoken women are often taken as negative, hence they cannot participate or voice their opinion as loudly as they should which is the reason they are underestimated for a certain task even if they are perfectly capable of it…

Similarly, M3(GM) endorsed the similar sentiments by stating:

Yes! It affects women professional development. They have to face numerous difficulties in their professional career such as restriction from parents, discouragement from society. Somehow, women are eager to contribute for the development of the country…

The only possible way to face these situations for women is to rise up to their full potential and somewhat by going against the prescriptive norms as M1(AA) said:

I personally believe if a woman is confident or strong, she cannot succumb to the stereotypes. With consistency, hard work and family support, women can excel in any profession…

Female participant F3(RF) also elaborated it in the following words:

Yes! they do. I explained it earlier that gender stereotypes affect the personal choices of individuals for a certain career. Even our higher administration underestimates the women capabilities in certain tasks and they prefer allocating them to men…

F4(TJ) commented on the psychological effects of gender stereotypes on female managers and their personal choices:

Yes, I do…. But its affect is more psychological. In our department, promotion is done on seniority and against fixed seats that are separate for males and females. Hence, there is no question that someone could take my turn of promotion but I often feel, I have been given less opportunity to grow as professional and according to my potential. I have often been underestimated as woman especially when it comes to important decision making.

F6(TJ) further elaborated the psychological effects of gender stereotypes which can affect the professional development of female educational managers in the following words.

Yes. I believe that gender stereotypes adversely affect the professional development of women. If they are discouraged or looked down, their morale and confidence is shattered. Acknowledgement and encouragement are very important to boost the performance. So, if the good performance of women is not acknowledged or their work is not given recognition merely on the basis of gender discrimination, their capacity to thrive and grow professionally decreases and level of motivation lowers down…

In short, it has been observed that participants have elaborated different stereotypes that they have faced on this seat being male and female educational managers. The detail of gender specific professional challenges as educational managers is elaborated in the next structural theme.

4.2.5 Super-ordinate Theme 5: Gender Specific Professional Challenges

The fifth subordinate theme which surfaced from the data was gender specific professional challenges. All the participants were asked about the challenges they face being an educational manager, based on their gender. The participants openly discussed

about their experiences. The structural element has been further segregated into three sub-themes including: gender-specific challenges for educational leader; organizational culture and work-place harassment. All these sub-themes are elaborated below.

4.2.5.1 Sub-theme 5.1: Gender-Specific Challenges for Educational Leaders

All the participants in their talk mentioned few challenges they faced being an educational manager based on their gender. When we talk about male principals, they mentioned the following challenge:

Educational Enhancement has been mentioned by two participants. Though, it is debatable that this challenge is gender-specific but it is worth sharing when two participants discussed it specifically. M1(AA) mentioned it in the following words:

Yes! There are many barriers. If a person wants to enhance their education sometimes it becomes very difficult to take permission for that. I once had an opportunity to go abroad for enhancing my professional development. I was denied access to it and NOC (No Objection Certificate) was not granted. So, there are problems.

Similarly, M2(AA) also rereferred to it by stating:

There are some significant barriers. We are denied the opportunities to go abroad for higher qualification. I remember, when I was doing my MPhil, I was not given relaxation to complete my research. I had to take formal leave for this purpose. We are not given advance trainings here as other departments are being given.

Posting Transfer has also been a gender specific challenge. This came into discussion with male participants, who complained that they have often been posted to distant places just because they are males. This point came into discussion with M3(GM) who elaborated it in the following statement:

I have experienced few barriers during my career development as I was appointed at 300 km away from my native town…

A similar experience is shared by M1(AA):

There is a general practice that whenever posting or transfer is prerequisite, females are given nearest stations to their home as they cannot stay outstation due to family limitations. The male principals are often posted to out station schools only because they are male and they can survive in such circumstances. I have been posted here from home station and I daily commute from Rawalpindi. This creates a little inconvenience…

Work load has also been stated as another gender-specific challenge which has been mentioned by more than one participant in their discussion. Male participants have raised this point more compared to women as M2(AA) stated:

I am officiating as a principal in evening school and at the same time I have am being a training coordinator at TTC (Teacher Training Centre). Being a training coordinator, I have to be present in the centre during the morning time while at my school in the evening. Besides that, I am also a member of academic council which again has some additional duties. It becomes hard to manage time for all these activities and at the same time to focus on my school but I am still doing it with the cooperation of my family.

Dealing with the opposite gender has come up as another gender specific challenge. It has been elaborated by M6(ID) in the following way:

As a male Principal, I have to be more careful and cautious to deal with the female staff...

The same has been mentioned by female participant F1(FF) in the following manner:

Foremost challenge is to establish own place in a male dominant society through extra effort and strength of character. Secondly to take extreme care to save myself from any scandal as most of the colleagues I work with are males…

The similar challenge has been expressed by F3(RF) in her conversation but she generalized it to general public:

Being a female on this position, I have to deal with public and face their eyes. At times, it's hard to manage dealing with uneducated people especially in procurement projects. I try to be strong and confident to deal with them.

F4(TJ) expressed the same challenged in her interview. Although she narrated it with reference to procurement related issues but the root cause for this has been dealing with opposite gender:

I face difficulty in building related matters. …I mean the developmental and procurement related matters of school. As a head, I need to take care of all these matters. I feel it difficult because I have to interact with contractors, laborers and other males in field (showed a sign of discomfort). They are not educated. I believe this is not the work of an educational leader to look after such matters…

Similarly, F6(TJ) also narrated it as a challenge to deal with opposite gender especially one a female has commanding position:

As a female, handling male staff and age wise very senior staff members is sometimes quite challenging. Male staff seems to be less motivated and passionate to come out of their comfort zone. Most of them like to work at their own pace and resist change in their normal routine…

She further extended it to the dealing with general public:

Sometimes the male dominance in general public becomes a source of agitation to me. Things fare well after coping with such types of challenges but they create hassle for their brief period of stay. Being a principal, I need to have public dealing. So, often there are very impolite, rude and arrogant people I interact with.

Financial Management has been considered a gender-specific challenge by females as in public sector the financial management and account matters involve intricate process. F1(FF) mentioned it as a challenge in her verbatim:

Thirdly to manage the institution in the best possible ways. utilization of budget and other financial resources. I cope with all these issues being extra vigilant and cautious, seeking guidance from seniors.

The same has been mentioned by F2(NM) in her conversation:

I face is with financial management. I have been writing to my department to facilitate me in terms of training…

Social Pressure has also been narrated by one of the female participants. Being a female there are few social restrictions which do not allow females to perform the task, the way men can do. As F5(SA) stated:

I am unable to give time even if I want to visit my school at night just to watch over, I cannot do it as males can do. They usually stay outdoor most of the time and they pass by their schools they can easily do that but we being female cannot do it. It becomes difficult for us to give time after school hours. Similarly, if there is some maintenance work is going on like roof treatment, we cannot do it as efficiently as males do.

The second theme under this structural element is organizational culture.

4.2.5.2 Sub-theme 5.2: Organizational Culture

While referring to the gender stereotypes, many participants expressed their views regarding organizational culture which can play a vital role in promoting gender stereotypes. According M1(AA):

An organization can be a breeding ground of gender stereotypes. If the organization promotes different treatment of male and female of the same designation, it can create long lasting can promote stereotypes. I have worked in a private system before joining this setup. There the organizational culture was more prone towards females and we, as males always felt underrepresented. Here women are given equal representation but in higher administration, we can see their representation is less than ten percent. So, organizations culture contributes a lot in promoting gender stereotypes…

Similarly, M2(AA) also shared his thought on it by stating the importance of gender balance environment:

An organization culture can determine how individuals are seen or expected to be seen in a certain role or post. If an organizational culture provides balanced and equal opportunities for managers to do the tasks irrespective of their gender, then I believe the culture will be promoting innovation according to the needs of time.

M6(ID) provided a descriptive example how a particular setup of an organization may promote gender stereotypes:

An organization's culture contributes in promoting gender stereotypes because people associated with the organization hear these concepts and experience these concepts practically for long time in an organization. For example, co-staff in [……

Institution] have been accepted in Boys' schools for the last 15 years but it is still not accepted in Girls' schools due to some stereotypes…

Female participants also shared their view on whether the organizational culture contribute towards the promotion of gender stereotypes or not. F2(NM) strongly agreed to its role in promoting stereotypes in following words:

Organizational culture. It heavily contributes in promoting gender stereotypes as I told you. In Pakistan now things are quite changing. They are evolving but the evolution is very gradual. It's very less and its very gradual. It needs to speed up. May be in coming years, it develops but if you look at this organizational culture, it has an effect on promoting gender stereotypes. The way higher-ups see the role of women, the same- their vision, it gets translated into practice and the same positions are given to the women. If higher-ups feel, there is no difference based on gender, automatically you will see more women in position of leadership and power and if higher-ups they think that no women are of secondary position, they are weak, they cannot do what men can do, of course this thinking, this culture is going to be transmitted in departments, in the life and in policies also and in giving and extending career opportunities to the women…

F3(RF) shared her subjective opinion on how and why her organization promotes gender stereotypes:

In my organization, the setup is basically male dominating. Women are respected a lot but males are given more value compared to women …

Similar thoughts are shared by F4(TJ): regarding her organization:

Well an organization can be a production machine of stereotypes. The overall dealing of higher administration is gender-biased. There is a general perception that

women lack the understanding of complicated matters hence, they should be restricted to academic related tasks. Such attitude can promote gender stereotypes which can restrict the professional development of many female heads who are truly capable of handling all sorts of such issues…

Why a particular organizational culture can be tilted towards a particular gender? F5(SA) has given an insight to it through her views:

In our organization the things that have been fixed for males and females, they are only given those responsibilities. They don't want change or switch this situation as it may ruin their setup…

In short, the participants elaborated that the organizational culture can help in promoting gender stereotypes that can imbalance its setup. Moreover, they highlighted the importance of gender-balance organizational culture for innovation and progress.

4.2.5.3 Sub-theme 5.3: Work-place Harassment

The last sub-theme that emerged under the structural element of gender- specific professional development is the work-place harassment including sexual harassment. It is very interesting to note that this theme came into discussion with only female participants. Three female educational managers out of six claimed that they have been subject to work place harassment. F2(NM) stated it with reference to person in higher position by stating the following:

I had to feel, I had to bear up the grudge of my line man manager which at times, I mean it used to bring tears in my eyes because I was totally working for my students and there was no benefit which I want to extract but still I was seen as a person probably with, that I have some negative means, some negative intentions…

The subject of sexual harassment came into discussion with F4(TJ). She quoted her experience in the following way:

... when I was given a position of principal, my kids were small and my husband was posted in another province. I used to live alone. I was often been a target of harassment by people in general. They also tried to judge my character as I was living alone. I didn't have my car at that time and I used to take walk and public transport to reach at my work. I often wore gown/burka and people judged me as I did not belong to an affluent family. There was one particular male head, who asked very uncomfortable questions regarding my relationship with my husband. I was often judged as arrogant and dominating woman who is more career oriented and less family oriented. Though my relationship with my husband is very good but people gossiped about our living arrangements and living apart because of job...... I also faced leg pulling which was usually inflicted by female colleagues. There is one particular incident which disturbed me a lot. The husband of one of my subordinates harassed me due to a work-related conflict at my institution. At that time, I felt the need of moral support from my husband or male family members. I felt unprotected...

F6(TJ) also commented how female educational managers are more at the position of being harassed not only by male subordinates but also general public:

While dealing with public, sometimes it is observed that the males try to be dominant considering the female principal to be weaker. They give the impression that they have more power and links to intimidate the female manager in order to fulfil any of their request regarding admissions. Sometimes, the husbands of the female staff members try to bully when something unpleasant happens. They try to interfere official matters and force others to behave the way they want female principals to.

Basically, even finding a woman on a better position than them and having more powers to exercise, the males feel that they can intimidate the female on the basis of her being a lady and try to build pressure…

In short, this structural element has discussed in detail about the type of challenges which both male and female educational managers face based on their gender.

4.2.6 Super-ordinate Theme 6: Counter Measures to deal Gender Stereotypes

The sixth and final structural theme or super-ordinate theme which addresses the third research question of the study, emerged from the discussion of participants in regards to the counter measure which helped the educational managers to deal with gender stereotypes which they faced. This theme has three sub-themes including endurance, family support and breaking norms. The participants during their talked mentioned that they overcame the challenges with reference to gender stereotypes with the family support, endurance and breaking norms to stand against the societal expectations.

4.2.6.1 Sub-theme 6.1: Endurance

Endurance refers to showing sustainability and not succumbing to the pressures that are faced at work place. Both male and female participants shared their experience of being resolute and adamant to their stance or values they strongly advocated in difficult situations. As one of the female participants F4(TJ) stated:

People underestimate you especially when you are new to a position. They keep an eye on every mistake you make. I overcame such hurdles and proved myself…

Similarly, F6(TJ also referred to her consistency and endurance to overcome such challenges in the following statement:

The very first challenge for me as a manager was to build a good rapport with the age wise senior members of the staff who were lower in rank to me. Being directly appointed as the head of institution, the aged members of the staff looked down upon my calibre and took me for granted. Gradually, I developed a sense of security to those staff members that they will always enjoy their rightful position and their due rights will never be usurped. And there was a time when were convinced of this good gesture and became productive members of my team afterwards…

4.2.6.2 Sub-theme 6.2: Support of Family and Friends

The second theme that emerged under cluster six was support of family and friends. Several participants made reference to it by stating that they faced challenged with the help of their work colleagues and family members who provided them guidelines to over such issues. As F5(SA) stated while referring to the support of her husband in following words:

No, I have never felt any sort of challenge while being on this post. Even if I felt any challenge, I always share it with my husband. He is my complete mentor. He guides me a lot. I depend on him also and he guides me correctly. This is the reason so far; I have not felt any challenge which I have to face. Alhamdulilah (with the grace of god) I always manage to do it…

Similarly, F6(TJ) also credited the support of her family in the following words:

I am a source of pride for my family, specially my parents. But I find very little time for my family. I am able to fulfil my official responsibilities only with the unending and selfless support of my family. It's a matter of coordination. I try my best to keep a balance between my official and family life. But most of the time, I feel myself to

be compromising my time for my family and preferring my official duties and responsibilities to my personal and family commitments.

One of the male participants M2(AA) also referred to the support of his family while facing the challenges. Although, he explained it with reference to being over burned as a male:

…hard to manage time for all these activities and at the same time to focus on my school but I am still doing it with the cooperation of my family…

4.2.6.3 Sub-theme 6.3: Breaking Norms

When we talk about breaking norms, it means going against the social and cultural expectations or the prescriptive traits that are expected from a gender. For instance, being confident, bold and out spoken can be considered as breaking norms when the prescriptive traits suggest they are supposed to be under confident, shy and quiet. Similarly, being compassionate, soft spoken and submissive is considered breaking norms for males who according to social and cultural expectancies are prescribed to be strict, blunt and dominant.

The participant referred to breaking norms for proving themselves worthy of the post they are holding. M6(ID) shared his experience of getting adjusted to junior institution by stating the following:

When I joined [……Institution] as Principal, it was considered by some people an incorrect decision of department to appoint a male Principal in junior school with almost 100% female staff but as the time passed, this theory was proved wrong…

F1(FF) also referred to it while being allocated with tasks which are normally given to male educational managers by stating the follow:

People do underestimate me while allocating the tasks thinking I will not be able to do it but once I made my place in the system, I never felt any discrimination…

F2(NM) also shared her stance and referred to going against the expectations of people and standing up to the stereotypes:

I see myself as somebody, first of all with a vision, with a concern, and a very genuine and a very pure concern for my school, for my teachers, for my students and as I told you that people regard me as a blessing in disguise and they say that we have not seen such type of educational leader in our school and you are a blessing, since you joined in a lot of good things have come-up and a lot of good things have been happening, it just because of you. I told you that I suffered a lot during this time. Suffered the grudge from my line manager and from my colleagues also but one thing which I had in my mind was that the school should be a good place for students. It should be a comfortable place…. It should be a place that children should proudly attend to and the teachers should feel pride and at least basic facilities should be given to the students and to the teachers…

F6(TJ) also proved herself going against the expectations when she was appointed as a young head of institutions over age-wise senior male staff members. She shared her experience in the following words:

Generally speaking, my career in the current department has been a smooth sailing and no such barrier is faced by the Grace of Almighty. In the very beginning of my job, I faced a strong resistance from the age wise senior colleagues who felt me not eligible to be on administrative post due my young age. They did not give any edge to the competency or caliber, the only thing important for them was the years of service. Gradually, I was succeeded to win a rightful place for myself and proved

with my honesty and hard work that I deserved that position even more than themselves…

In short, all the participants shared their experiences and suggested different strategies while referring to their own experiences for dealing gender- based challenges on their work place.

4.3   Section III: Major Postulates of Theories

The major postulates of this research are analyses from the psychological mechanism of the Stereotype Theory and Attribution Theory and mentioned in table 1 of chapter 1. The identified stereotypes pertaining feminine and masculine characteristics attributes associated with successful leadership are analyzed through the stereotype theory while the subjective and objective factors for the success as a leader of both the sexes will be analyzed through the attribution theory.

4.3.1   Postulates of The Stereotype Theory

According to this theory, the advancements of women towards the managerial post have often been interrupted or subjected to opposition as such positions are predominantly associated with male characteristics (Macarie & Moldovan, 2012). Women are generally perceived as weak, intuitive, less decisive, dependent, emotional, less ambitious and non-competitive. On the other hand, males are considered more entrepreneurial, ambitious, aggressive, daring and prone to be in leadership position. These stereotypes constitute a general perspective that women are not suitable for managerial positions. By relating feminine attributes to women and stereotyping masculine characteristics to men, the opportunities to achieve higher positions in organizations are being limited for women. This study used the mechanism of this

theory to explore the phenomenon of gender stereotyping as lived experience of both male and female secondary school education leaders.

The super-ordinate Theme 1: Over Generalization; Super-ordinate Theme 3: Social and Psychological Mechanism and Super-ordinate Theme 4: Gender and Stereotypes over all explored the phenomenon of gender stereotypes with examples from the verbatim of the participants who discussed the stereotyped feminine characteristics that are associated with female-leaders and stereotyped Male characteristics that are associated with male leader. Table 4. b presented the descriptive illustration of these characteristics in detail with examples from the verbatim of each participant.

4.3.2 Postulates of The Attribution Theory

The attribution theory relates the success of an individual at workplace to the stable objective factors of his personality such as professionalism, skills and intelligence etc. and variable subjective factors like chance or luck etc. (Baroudi & Truman, 1994). Generally, when the work-performance of an individual meets or exceeds the expectations of the employer, it is accredited to the stable factors. But when the performance of an employee does not meet the expectation of the employer, the failure is accounted due to variable factors. The disparity in context starts when the success of an of an employee is atoned as the result of the variable factor lurking in the organizational context and his failure is blamed as lack of objective factors such as professionalism, skills and intelligence. The study was also analyzed through the mechanism of this attribution theory and point out the discriminatory treatment based on gender.

Super-ordinate Theme 2: Discrimination; Sub-theme 4.2: Gender Stereotypes and Biases and Sub-theme 4.3: Leadership-Specific Stereotypes specifically analysed the phenomenon of genders stereotypes from the lens if the Attribution Theory. Table 4. c specifically presented the illustration of descriptive leadership-specific stereotypes of male and female educational managers.

This chapter gave an elaborate description of the participant's perceptions of the gender stereotypes which they faced as male or female educational leaders being senior principals. The IPA of twelve interviews ended in the development of six key themes and twenty-one sub-themes. All themes and sub-themes were supported by direct quotes extracted from the transcribed interviews of participants. The educational leaders described their experiences regarding the gender stereotypes they faces being principals. This included the specific gender stereotypes, discrimination and challenges they faced being on the seat. Both male and female educational leaders expressed their view how genders-based stereotypes affected their professional journey and what measures they took to cater them.

CHAPTER 5

SUMMARY. FINDINGS, DISCUSSION, CONCLUSION AND IMPLICATIONS

The purpose of this chapter is to share the discussion on the research questions used in this study; narrate the conclusions and list recommendations so that the lived experiences of the twelve participants who participated in this study could be comprehended. The phenomenon of gender stereotypes was explored in the study by using Interpretative Phenomenology Approach. The research questions served as the catalyst to help give an insight into the professional journey of educational leaders and the stereotypes they encountered. The first portion of this chapter elaborates the summary of the research, the second section is dedicated to the findings of the three research questions used in this study. Section three will consolidate the discussion with reference to the literature. Section four and five presents the conclusion and recommendations of the study respectively.

5.1.1 Summary

This study explored the phenomenon of gender-based stereotyping and biasness as lived experience from the viewpoint of both male and female secondary school educational leaders. The study intended to find gender stereotypes that are faced by educational leaders at secondary school level. Moreover, it intended to list challenges that are faced by the educational leaders with reference to their gender. It also described the strategies that the educational leaders used to counter the challenges of gender stereotyping.

The theoretical framework of the study was based on two theories: The Stereotype Theory and the Attribution Theory. The psychological mechanism of these

theories was used to explore the gender-specific stereotypes that were faced by the participants working in public sector secondary schools.

The participants used for this study were selected on a criterion fulfilling the nature of study. 12 male and female principals of in equal percentage were selected from secondary education level of public sector institutions located in Wah Cantt, Kamra, Sugjani, Rawalpindi and Taxila conveniently which is collectively called as Wah Region.

Semi-structured interviews were conducted. Twenty open-ended questions associated to three research questions were asked from the participants. During the course of interviews, written notes based on personal observations; things seen, and experienced were taken. Furthermore, a reflective journal was kept in order to record additional thoughts, questions, or internal conversations during every phase of the data collection. The data collected was immediately transcribed after each interview. The transcripts of interviews were analysed for master themes or structural elements, using Interpretive Phenomenological Analysis (IPA) as a guide

5.2   Findings

Three research questions were developed to explore the phenomenon for this study. Six major themes arose from the collected data. Chapter four already discussed most of the answers to the three research questions. However, this section will directly denote the relevance of major theme to each research question. The findings are as under:

1.   The first question focused on the experiences of the participants regarding gender stereotypes they faced. The first question was: *What gender stereotypes are faced by educational leaders at secondary school level?* In order to get a better

understanding of the participant's experiences, I had to followed the postulates of the Stereotype Theory which provided me a starting point to understand the nature of the phenomenon. Based on the data collected, the first structural element called the "Over Generalization" emerged. All the participants are working in public sector educational setup and more or less working under the similar environment. The participants were divided equally into male and female principals working in secondary schools. When they were asked about the overgeneralized attributes associated with them according to their gender or the attributes, they think the opposite sex possess they came up a set of subjective personality attributes for each gender. The stereotypical subjective factors which are associated with males that are over generalized or they give negative connotation are: careless, lazy, ill-planned, non-serious, casual, emotionless, strict, prone to take shortcuts, less punctual, prone to do financial embezzlement, less devoted, less disciplined and irresponsible. The objective factors with positive connotation for men are being: strong decision makers, cool-minded and good at financial matters. Similarly, the stereotypical objective factors which are associated with females that are over generalized or they give negative connotation are: less efficient, less competent, emotional, hasty, less practical, bad financial managers, weak decision maker and less innovative. While the positive attributes that are stereotypically associated with women are: capable, insightful, team-oriented and caring. Most of the participants shared their experience based on what others perceived them as an educational leader based on their gender or what they have experienced in person.

2. The second theme which also addressed the first research question was the theme of "Discrimination". Here the participants addressed the practical experience which they have been through based on their gender. The participants provided

practical and real-life examples of how they were subject to discrimination based on their gender for allocation to additional duties. They also illustrated how they were treated differently when faced with same opportunities or situations. The general findings suggested that males were allocated with additional duties that involved outdoor activities, public dealing, procurement and traveling while females were allocated with the duties related academic activities, assessment making and curriculum implementation. It also suggested that males were more answerable to higher administration as they were expected to be more vigilant and they were also preferred for the opportunities of professional development compared to female heads of the institution.

3. All the participants unanimously elaborated that in their organization, females are underrepresented at top management posts, hence the presence of the Glass Ceiling Effect was confirmed. Only two female participants hinted towards the presence of the Glass Cliff Effect in their organization which shows at times women are presented with hard situations where they are bound to fail and hence, their failure is not linked to the objective factors or difficulty of the task but their subjective attributes were blamed for it. Similarly, the presence of the Glass Elevator Effect was faintly mentioned by only two participants. A female participant mentioned it with reference to her experience in a private organization where men were under represented in top management posts but in the public sector it is the opposite. A male participant also mentioned it only with reference to lower management that is institutional level, hence the presence of the Glass Elevator Effect can be over ruled.

4. The next structural element which explores the foundation of gender stereotypes also addresses the research question one where the participants elaborated the

factors that might have promoted these gender stereotypes. This theme was listed and "Social and Psychological Mechanism". The participants elaborated that these gender stereotypes exist because of a rigid social division between male and females upon which the foundation of our society exists. They elaborated that since infancy, female male child is raised differently. They are nurtured in a way that brings about a distinct change in their personality. Female participants hinted towards the fears and apprehensions which effected their career choice or professional development and the male participants also expressed their anxiety on how they society and higher administration expect them to behave. They also mentioned that based on the social division, there are different expectations from them being educational leaders. If they behave or act against the prescriptive factors, it is often taken as surprise and their individual differences are not given due appreciation. The participants also blamed the cultural norms for the promotion or existence of gender stereotypes in their organizational setup.

5. The fourth structural element also provided information on the first research question where the participants listed the typical stereotypes that are associated with them as male or female principals. They also provided an insight to the leadership-specific descriptive and prescriptive stereotypes that define them stereotypically as educational leaders. It also explored the stereotypes and biases which the male and female participants faced during their service. These biases were discussed under the segregation provided by Carnes, Devine, Manwell, Byars-Winston, Fine, Ford and Palta (2015) which can be listed as: expectancy bias (generalization of the stereotypical expectation from a group on the individual members as well); occupational role congruity (the obvious edge which a man holds for roles that typical demand traits like leadership);

prescriptive gender norms (cultural conventions about the social display of women in terms of behavior and social persecution for violation of set norms); redefining credential (how similar set of credentials may be weighed differently based on who owns them); stereotype threat (how undesirable performance of a group stereotypically leads the individuals belonging to that group to consider them less able such as women in role of leadership and girls in studying mathematics) and stereotype priming (how a faint reference to male and female gender subsequently judge them). The verbatim of participants reflect strong reference to this sub-theme. We can find the example of expectancy bias and occupational role congruity in the statements of two male participants. The example of prescriptive gender norms can be seen in the verbatim of one female participant who stated that women according to prescriptive gender norms, may behave submissively. If they go against these prescriptive gender norms, they are not appreciated. The example of redefining credentials can be found in the statement of one of the female participants who implied that the attributes like confidence and being more accomplished are appreciated in male educational leaders while they are seen as otherwise in case of women. The example of stereotype threat can be found in the conversation of one female participant who, while commenting on the career choices, acknowledged that some professions are more suitable for women than other: No direct reference to stereotype priming is found in the conversation of participants.

6. The second research question examined what challenges the participants confronted being male or female principal based on their gender. The second question was: *What challenges are faced by educational leaders with reference to their gender at secondary school level?* In order to properly explore this

question, the participants were asked about the challenges they faced during their career development and after adopting the career of a principal in an educational setup. The data provided by the participants on this research question was organized under the structural element "Gender-Specific Professional Challenges". The experiences of the participants were organized in three sub-themes as: gender-specific challenges; organizational cultural and work place harassment.

7. All the participants in their talk mentioned few challenges they felt being an educational manager based on their gender. Two male educational managers listed "Educational Enhancement" as ag ender specific challenge but it is overruled as it does not come under the category of gender specific challenge. The second challenge which was highlighted by male participants was "Posting Transfer" who complained that they have often been posted to distant places just because they are males. The next challenge which came under discussion was "Work load" which has been mentioned by more than one participant in their discussion. Male educational managers complained more about the work load pertaining to outdoor activities. "Dealing with the opposite gender" has come up as another gender specific challenge. It has been elaborated by six participants. Male participants considered it hard to deal with the matters of female subordinates where female also mentioned it with reference to dealing with general public, higher authorities and procurement related workers. Three female participants mentioned "Financial Management" as a gender-specific challenge in public sector owing to the intricacy of the matter and having less exposure to deal with it. "Social Pressure" has also been narrated by one of the female participants as a gender-specific challenge owing to few social restrictions which

do not allow females to perform the tasks like going out door at late night hours and traveling to distance places. "Organizational Culture" has also been presented as a challenge by both male and female educational managers. Both male and female participants agreed that the organizational culture can promoted the stereotypes and it can be a challenge when women and men are treated differently. Male participants elaborated that their organizational culture is male dominating which burdens male educational managers more compared to women as the higher administration rely on them for execution of difficult tasks like procurement, conducting inquiries and inspections etc. Similarly, female participants also narrated that the organizational culture is the root cause for gender stereotype which do not allow female to excel according to their potential. They also stated that higher administration does not entrust them with difficult tasks as they underestimate women based on their gender. The last and final challenge which was only mentioned by only three female participants was "Work-place Harassment". The female participants acknowledged that they have faced bullying and sexual harassment while being at this position. They narrated incidents which explain them being subject to the sexual harassment by male members who are in higher position, general public and even subordinates.

8. The third and final research question examined the measures which worked effectively for both male and female principals to deal with gender-specific challenges being an educational manager. The third research question was: *What are the measures to counter challenges of gender stereotyping used by educational leaders at secondary school level?* The participants shared different strategies that helped them in dealing with different gender-related challenges being the secondary school principals. They were broadly listed in three sub-

themes: Endurance; Support of family and friend and breaking norms. Both male and female participants shared their experience of being resolute, consistent and adamant to their stance or values they strongly advocated in difficult situations. Others also mentioned that they referred to their family members and friends for suggestion and help to overcome these challenges. It has been significantly noticed, the females who have strong support of the male family members like husband, brother or spouse, they showed confidence in handling such challenges. The participant referred to breaking norms for proving themselves worthy of the post they are holding. In this case, they referred to the prescriptive leadership style for males and female and by breaking them they proved themselves to be worthy of the post. In this regard one of the male members shared his experience being the head of a junior school and displaying softer skills which are not normally associated with male leaders. Similarly, a female participant shared her experience of being bold and dealing with innovative methods to initiate projects which are normally not expected from females.

The participants in the study have widely expressed their views regarding their experiences related to the phenomenon of gender stereotyping. Irrespective of gender, both males and females experienced gender stereotypes varying from stereotyped-characteristics; prescriptive and descriptive gender norms and leadership specific stereotypes. Both genders also mentioned the challenges they faced in order to rise high at the managers' post. They also shared the counter measures they took to face those challenges and excel in their career. The detail view of the findings of this study in comparison to other studies conducted on similar topic have been narrated in the next section of this chapter.

5.3   Discussion

Interpretative phenomenology helps in reviewing the lived experiences of participants in order to understand the phenomenon (Willig, 2001). Here the structural elements with regards to gender stereotyping that have emerged from the lived experiences of participants are discussed along with their relationship to relevant literature. In this regard, other studies are explored on each structural element and the findings were compared with them to see how it relates to the already existing literature.

The first research question explored the gender stereotypes that male and female educational leaders faced being secondary school principals. The major structural elements that emerged related to this question were: over generalization; discrimination; social and psychological mechanism; stereotypes in relation to gender; gender-specific professional challenges and counter measures to deal with gender stereotypes.

5.3.1   Overgeneralization

According to Macarie and Moldovan (2012), the advancements of women towards the managerial post have often been interrupted or subjected to opposition as such spots are predominantly associated with male characteristics. Women are generally perceived as weak, intuitive, less decisive, dependent, emotional, less ambitious and non-competitive. On the other hand, males are considered more entrepreneurial, ambitious, aggressive, daring and prone to be in leadership position. These stereotypes constitute a general perspective that women are not suitable for managerial positions. By relating feminine attributes to women and stereotyping masculine characteristics to men, the opportunities to achieve higher positions in organizations are being limited for women. This study also came up with similar

findings which suggest both male and female are subject to overgeneralization of stereotypical attributes. The findings of this research are in line with the study of Macarie and Moldovan (2012). The analysis of the conversation of both male and female participants also reflected those subjective characteristics of male and female educational leaders are stereotypically overgeneralized. The participants presented illustrative examples of how their unique skills have been ignored and negative generalized attributes like: males are careless heads; they administer punishment etc. are over generalized to them. Similarly, the data collected from female educational leaders also state the generalization of negative male attribute which influenced the opinion on males as educational leaders. The similarity in findings regarding overgeneralization are obvious because of the universality of the phenomenon which exist in every society.

5.3.2 Discrimination

The second structural element related to first research quest was discrimination. The study explored the events which suggested that both male and female educational leaders have experienced discrimination in terms of task allocation and differentiated treatment. The general findings suggested that males were allocated with additional duties that involved outdoor activities, public dealing, procurement and traveling while females were allocated with the duties related academic activities, assessment making and curriculum implementation. No significant study addressed this particular finding in the previous literature however, the traces of the Glass Ceiling Effect in my study substantially endorse the findings of Crosby-Hillier (2012) who explored the experiences of aspiring female educational administrators and broadly concluded the top management position is gendered mostly where the equal representation has not been given to women. Similarly. all the participants unanimously elaborated that in

their organization, females are underrepresented at top management posts, hence the presence of the Glass Ceiling Effect was confirmed. The same findings are concluded by Shabbir, Shakeel and Zubair (2017) who also stated that gender stereotype has constructive effect on glass ceiling; while on the other hand, gender stereotype has negative impact on career advancement of women.

The theme of the Glass Cliff Effect also surfaced in my study but only two female participants hinted towards the presence of it in their organization which shows at times women are presented with hard situations where they are bound to fail and hence, their failure is not linked to the objective factors or difficulty of the task but their subjective attributes were blamed for it. This finding in somewhat in line with the findings of Glass and Cook (2016) who addressed the same topic and concluded the similar findings. Their research data was drawn from the comparison of the career trajectories of 500 men and women serving on top management posts. They discovered that women are more likely to be promoted on high-risk management positions with less margin to excel and they are often faced with less support from authority to accomplish the target goals, hence, they suffer shorter tenures compared to men. Similarly, the presence of the Glass Elevator Effect was faintly mentioned in this study by only two participants. A female participant mentioned it with reference to her experience in a private organization where men were under represented in top management posts but in the public sector it is the opposite. A male participant also mentioned it only with reference to lower management that is institutional level, hence the presence of the Glass Elevator Effect can be over ruled. These findings are in line with the findings of William (1992), who came with the conclusion that the Glass Elevator Effect does not have drastic consequences for men compared to women under the Glass Ceiling Effect. The absence of Glass Elevator in the findings of this study can be justified and supported with the

finding of the study by Hussain, Naz, Khan, Daraz, and Khan (2015) who also iterated the fact that Pakistan is a male dominating society where men are raised to be dominant.

5.3.3 Social and Psychological Mechanism

The third structural element, "Social and Psychological Mechanism", surfaced in the findings of this study when the participants elaborated that these gender stereotypes exist because of a rigid social division between male and females upon which the foundation of our society exists. They elaborated that since infancy, female male child is raised differently. They are nurtured in a way that brings about a distinct change in their personality. Female participants hinted towards the fears and apprehensions which effected their career choice or professional development and the male participants also expressed their anxiety on how they society and higher administration expect them to behave. If they behave or act against the prescriptive factors, it is often taken as surprise and their individual differences are not given due appreciation. The participants also blamed the cultural norms for the promotion or existence of gender stereotypes in their organizational setup. These findings are in line with the conclusions drawn by Eckert and McConnell-Ginet (2013) in their research explains that the difference in roles and expectations from both the sexes has a binary division of larger and smaller. The men are usually expected to perform the roles that larger in scale while women are attributed to perform the roles that are smaller. This larger-smaller scale opposition does not only distinguish male from female, but it also functions within the male and female categories. The same conclusions are drawn by Rehman and Azam Roomi (2012) and Hussain, Habib and Akhter (2014) with reference to Pakistani context because of the conventional roles which women are expected to perform as per cultural norms, religious prescriptions and domestic responsibilities. The

similarity in the findings of this study with the previous literature explains the depth of gendered nurturing which exists universally.

5.3.4 Gender and Stereotypes

The fourth structural element listed the typical stereotypes that are associated with them as male or female principals. The participants of this study provided an insight to the leadership-specific descriptive and prescriptive stereotypes that define them stereotypically as educational leaders. It also explored the stereotypes and biases which the male and female participants faced during their service. These biases were also discussed under the segregation provided by Carnes, Devine, Manwell, Byars-Winston, Fine, Ford and Palta (2015) which can be listed as: expectancy bias (generalization of the stereotypical expectation from a group on the individual members as well); occupational role congruity (the obvious edge which a man holds for roles that typical demand traits like leadership); prescriptive gender norms (cultural conventions about the social display of women in terms of behavior and social persecution for violation of set norms); redefining credential (how similar set of credentials may be weighed differently based on who owns them); stereotype threat (how undesirable performance of a group stereotypically leads the individuals belonging to that group to consider them less able such as women in role of leadership and girls in studying mathematics) and stereotype priming (how a faint reference to male and female gender subsequently judge them). My study also provided the example of expectancy bias and occupational role congruity in the statements of two male participants. The example of prescriptive gender norms was narrated by one female participant who stated that women according to prescriptive gender norms, may behave submissively. If they go against these prescriptive gender norms, they are not appreciated. The example of redefining credentials can be found in the statement of one of the female participants

who implied that the attributes like confidence and being more accomplished are appreciated in male educational leaders while they are seen as otherwise in case of women. The example of stereotype threat can be found in the conversation of one female participant who, while commenting on the career choices, acknowledged that some professions are more suitable for women than other: No direct reference to stereotype priming is found in the conversation of participants.

With reference to leadership-specific stereotypes, Koenig (2018) in his research elaborated the prescriptive and descriptive gender stereotypes about children, adults and aged in detail. According to him, gender stereotypes have descriptive factors, or views about how males and females typically act. He also believed that they have prescriptive components, or views about how males and females should act. For instance, women are expected to be nurturing and avoid ascendancy. Here the term 'nurturing' is descriptive belief whereas 'avoid dominance' is a prescriptive component. On the other hand, men should be independent, agentic, masculine in appearance but avoid being weak, shy and emotional. He further stated that the it is important for stereotypes to be prescriptive because the indicate our approved or disapproved behaviour about male and female. They are pertinent as the violation of these prescriptions can create strong reaction in observers. On the other hand, violation of descriptive stereotypes may surprise the perceiver as given the person has not behaved or acted as observer has expected most men or women usually act. The implications of violating prescriptive stereotypes may invoke strong responses of anger and moral outrage in the eye of perceiver because the given person is not acting the way he should act (Glick & Rudman, 2010). The similar conclusions were drawn from my study where participants elaborated a list of both prescriptive and descriptive leadership-specific stereotypes. For instance, the prescriptive style for male leadership

is generally they are expected to be strict, dominating, strong decision maker, careless easy going, having good computer and financial management skills whereas the prescriptive stereotypes that are associated with female educational managers are: they must be careful, submissive, keen observer, hardworking, compassionate, accommodative, sensitive, weak decision maker, less ambitious and weak financial managers. A slight changed leadership style that lies outside the prescriptive set of these stereotypical leadership specific traits, if observed in either of the educational managers, may cause a sense of surprise among the common viewers. Ilie and Schnurr (2017) in their recent study came up with same conclusions and highlighted the gendered nature of attributes that are associated with effective leadership. However, they argued that the leaders who adopt balance between relationship-orientation and task-orientation tend to be more effective leaders irrespective of their gender.

5.3.5 Gender Specific Professional Challenges

The second research question examined what challenges the participants confronted being male or female principal based on their gender. All the participants in their talk mentioned few challenges they felt being an educational manager based on their gender. Two male educational managers listed "Educational Enhancement" as ag ender specific challenge but it is overruled as it does not come under the category of gender specific challenge. The second challenge which was highlighted by male participants was "Posting Transfer" who complained that they have often been posted to distant places just because they are males. The next challenge which came under discussion was "Work load" which has been mentioned by more than one participant in their discussion. Male educational managers complained more about the work load pertaining to outdoor activities. "Dealing with the opposite gender" has come up as another gender specific challenge. It has been elaborated by six participants. Male

participants considered it hard to deal with the matters of female subordinates where female also mentioned it with reference to dealing with general public, higher authorities and procurement related workers. Three female participants mentioned "Financial Management" as a gender-specific challenge in public sector owing to the intricacy of the matter and having less exposure to deal with it. "Social Pressure" has also been narrated by one of the female participants as a gender-specific challenge owing to few social restrictions which do not allow females to perform the tasks like going out door at late night hours and traveling to distance places. "Organizational Culture" has also been presented as a challenge by both male and female educational managers. Both male and female participants agreed that the organizational culture can promoted the stereotypes and it can be a challenge when women and men are treated differently. Male participants elaborated that their organizational culture is male dominating which burdens male educational managers more compared to women as the higher administration rely on them for execution of difficult tasks like procurement, conducting inquiries and inspections etc. Similarly, female participants also narrated that the organizational culture is the root cause for gender stereotype which do not allow female to excel according to their potential. They also stated that higher administration does not entrust them with difficult tasks as they underestimate women based on their gender. The last and final challenge which was only mentioned by only three female participants was "Work-place Harassment". The female participants acknowledged that they have faced bullying and sexual harassment while being at this position. They narrated incidents which explain them being subject to the sexual harassment by male members who are in higher position, general public and even subordinates. Several studies were identified with regards to gender-specific leadership challenges (Crosby-Hillier, 2012; Mihail & Ogbogu, 2016; Mthembu, 2013; Woods, 2015; Estes, Awais &

Sher, 2017; Lee, 2018) which includes, stereotypes, discrimination, biasness, sexual harassment, work-time conflict and inequality. This study came up with a finding that males are equally faced with work place challenges in comparison to females. The male participants of the study narrated that they are often presented with challenging tasks compared to women. This finding can be explained with reference to the cultural practice in our society where women are often considered vulnerable and hence, thought to be presented with less laborious tasks.

5.3.6 Counter Measures to deal Gender Stereotypes

The third and final research question examined the measures which worked effectively for both male and female principals to deal with gender-specific challenges being an educational manager. The participants shared different strategies that helped them in dealing with different gender-related challenges being the secondary school principals. They were broadly listed in three sub-themes: Endurance; Support of family and friend and breaking norms. Several studies endorsed the findings of my studies and narrated different strategies including planning, organizing, prioritizing, and delegating; showing strong personalities and adopting typical male leadership style (showing strictness and dominance) in a situation (Rehman & Azam Roomi, 2012; Wilson, 2018). These similar strategies are suggested in a number of findings. Mirza and Jabeen, (2020) explained in their research that women working in top management for last 10-15 years have been able to survive in the male dominating society by displaying manly qualities.

5.4 Conclusion

This study has presented an IPA of both male and female educational leaders with reference to the experiences related to gender stereotypes which they faced during

the course of their professional journey. The focus has been on capturing the gist of experience directly from the individual and on hearing their stories in their own words. The specialty of IPA is that it provides the participant with an opportunity to be seen in their own experience. Participants described the gender stereotypes they encountered including discrimination and, in few cases, sexual harassment also. It has been concluded that both male and female educational leaders are subject to gender stereotypes like overgeneralization of personality attributes, leadership-specific stereotypes and characteristic specific stereotypes. It has been further concluded that based on these stereotypes, both male and female educational leaders face discrimination in allocation of work-related tasks, professional development opportunities, representation in top-management posts and overall, such stereotypes affect the professional choices and decisions.

They also shared their stories of encountering the stereotypes and rising up to challenges with positive outlook. It has been concluded that both male and female educational leaders face a number of gender-specific challenges related to educational enhancement; posting transfer; distribution of task; workload; dealing with opposite gender; financial management; social pressures; organizational culture and workplace harassment.

Participants also narrated their experiences and strategies that helped them in facing difficult situations which were otherwise difficult to cater based on their gender. The results of the study suggest several avenues for future research that will continue to increase the understanding of this phenomenon. With reference to this, has been concluded that the educational leaders have adopted a number measures to counter these stereotypes including support of family and friends; endurance and breaking norms.

5.5   Implications

This study provides rich information on how male and female educational leaders perceive the phenomenon of gender stereotyping with reference to their organizational culture and working environment. The diverse and exclusive nature of findings invite the researcher to admire the exceptionality of the experiences and stories of the participants. This study has considerable implications for educational organizational practices. Organizational leaders may take into consideration the effects of gender stereotypes and how they prohibit the individuals to perform according to the ultimate potential. The top management may consider implementing the reforms in order to create a gender-balanced working environment that promotes innovation. This study may also emphasize the needs to reevaluate the existing norms and surge awareness of understated or hidden bias that is engrained in the organizational structure. In order to promote gender-balanced work environment, training and awareness campaigns at all levels of the organization may contribute to shift cultural expectations.

Table 5 a

The Alignment Table

Research Questions	Findings	Conclusion	Implications
What gender stereotypes are faced by educational leaders at secondary school level?	• Both male and female educational leaders are faced with a number of gender stereotypes during the course of the career. • Both male and female educational leaders are often faced with	• both male and female educational leaders are subject to gender stereotypes like overgeneralization of personality attributes, leadership-specific stereotypes and characteristic specific stereotypes. • It has been further concluded that based on these stereotypes, both male and female	Organizational leaders may take into consideration the effects of gender stereotypes and how they prohibit the individuals to perform according to the ultimate potential

	discriminated treatment while task allocation and provision of professional development opportunities and representation in top management	educational leaders face discrimination in allocation of work-related tasks, professional development opportunities, representation in top-management posts and overall, such stereotypes affect the professional choices and decisions.	
What challenges are faced by educational leaders with reference to their gender at secondary school level?	Both male and female educational leaders face a number of gender-specific challenges related to educational enhancement; posting transfer; distribution of task; workload; dealing with opposite gender; financial management; social pressures; organizational culture and workplace harassment.	Both male and female educational leaders face a number of gender-specific challenges related to educational enhancement; posting transfer; distribution of task; workload; dealing with opposite gender; financial management; social pressures; organizational culture and workplace harassment.	The top management may consider implantation the reforms in order to create a gender-balanced working environment that promotes innovation. This study may also emphasize the needs to reevaluate the existing norms and surge awareness of understated or hidden bias that is engrained in the organizational structure.
What are the measures to counter challenges of gender stereotyping used by educational leaders at secondary school level?	Both male and female educational leaders have used a number strategies during their service in order to cater gender-specific challenges at work place.	The educational leaders have adopted a number measures to counter these stereotypes including support of family and friends; endurance and breaking norms.	In order to promote gender-balanced work environment, training and awareness campaigns at all levels of the organization may contribute to shift cultural expectations.

5.6   The Recommendations for the Future Research

IPA also emphasized on placing personified experiences with reference to meaning, relationships, and the lived world. It will further add value in conducting similar qualitative study on the aspiring young principals who are hired through competitive exam in public sector. The findings of this study left an open room for exploring the phenomenon of the Glass Cliff Effect on female educational leaders with reference to gender discrimination. Moreover, this study also introduced the Glass Elevator Effect, though the theme has very faint reference but it needs further exploration with reference to male educational managers.

The study was limited to public sector institutions which have fixed rules for recruitment, and promotion. There are fixed seats for both male and female educational managers which guarantees equal representation. Hence, the implications of this study are limited. There is a need to explore the phenomenon of gender stereotypes in private setups as well where the impact of the phenomenon with reference to discrimination between male and female educational leaders is more plausible.

This study was conducted with reference to the Stereotype Theory and the Attribution Theory as its theoretical foundation, however, there is enough room to explore the phenomenon with reference to the Equity Theory with reference to organizational culture.

In order to generalize the findings of the study to a wider population, quantitative research would be of value. For instance, it would be suitable for the researcher to create and conduct a survey about the impact of gender stereotypes on professional development of educational managers or performance.

5.7   Limitations of the Study

Following are the limitations of the study:

- The education sector in Pakistan is female oriented where majority teaching staff is female while their representation in administration posts according to sanctioned seats as per ratio of female institution is lesser that males ("Pakistan Educational Statistics 2016-17," 2018).There is no indication that this under-representation is because of gender disparity therefore, the study had certain limitations in its capacity to provide an evidence of extraneous factors that may have caused gender discrimination.

- Another constraint may be aligned with the phenomenological research design which can only clarify the perspective of participants; hence, this study may not be generalized to a grander or dissimilar people, however, this constraint was deliberate for the need to frame the base for future research.

- In addition, the study was limited to the examination of fewer number of male and female specific cases pertaining to their experience of gender-based stereotypes in public sector secondary schools located in Wah Region which means that in no capacity the generalization can be made in other sectors.

- Data collection was interrupted due to sudden lockdown of educational institutions in the wake of COVID 19 Pandemic across the country. This situation caused unnecessary delays in data collection and following the interview protocols. Considering these unavoidable circumstances, an alternate strategy was adopted to collect the data from the participants.

Participants were contacted on phone and WhatsApp for the consent regarding being the part of this research. Upon their approval, the interview questions were shared with them via email and WhatsApp.

- The initial number of participants was fourteen who agreed to participate in the study but after the initial correspondence and discussing the nature of study, two participants withdrew their participation and the number reduced to twelve. The participants were contacted again via telephone call for further clarification of the interview question statements. Few participants resolved in answering the questions using voice notes on WhatsApp and others shared their responses by sending handwritten/ typed responses.

- For the purpose of recording interview, the cell phone recorder was used and stored in memory card. Due to a technical issue with the memory card, two recorded interviews were deleted while being transferred from phone to the computer. Their sound recordings could not be recovered, however using the journal notes the response of the participants was typed and resent to them to validate the responses. Necessary changed were made after their consultation and their input was analyzed.

5.8   The researcher's Reflection

This conclusive section is based on the reflection of the researcher on dynamics of the study. It also focuses on how the researcher himself managed to relate his personal experience to the experiences of the participants and managed to draw conclusions with reference to the phenomenon.

The broad and cyclic aspects of IPA give the provision to researcher to use 'self' within the study. It does not require detachment. During this research journey, my

personal, professional and logical perspective casted a reflection on different stages at times. If I attempt to narrate these reflections, they can be widely segregated into three areas beginning from the selection of the research area and appropriate methodology; carrying out interviews and analyzing the data.

This topic has been very close to my heart being an educational manager myself. I spent a whole year in considering the academic worth to explore the gender stereotypes with reference to both male and female educational leaders and recreate my own perception with a balanced outlook. I spent three months exploring available literature to identify the gaps and finding the starting point for my study. While going through the existing literature, I identified that the number of studies done on the topic are more arched towards the females and their struggles while the same phenomenon with reference to males have been explored less. Once the gap was identified, it was plausible that qualitative research was the only medium that could give voice to the experiences of both male and female participants. Though the research paradigm was identified but selecting the appropriate methodology, however, was a tough learning experience which required personal deliberation and extensive study. The ultimate selection of IPA was made as it reverberated with my personal philosophy and it has been used successfully in the number of researches to explore lived experiences.

When the synopsis of my research was approved, I noticed that I was overly conscious to conduct face-to-face interview considering the sensitivity of the topic. During the data collection stage of my research, the world was struck with the COVID -19 Pandemic which enforced lockdown on education institutions for about four months. I had to shift my mode of conducting interview to telephonic interview, WhatsApp voice notes and even accepting handwritten responses which were sent to me in form of images.

The data analysis phase was the toughest part of this research. I tried to follow my outlined step for this but I kept shifting back and forth from deductive method to inductive method in search of related themes. The experience of self-emersion in the rich data of each individual case has been extremely valuable. This is how I ended up relating myself to the experience of each participant in different ways.

In short, this study has presented an IPA of both male and female educational leaders with reference to the experiences related to gender stereotypes which they faced during the course of their professional journey. The focus has been on capturing the gist of experience directly from the individual and on hearing their stories in their own words. The specialty of IPA is that it provides the participant with a prospect to be seen in their own experience. Participants narrated the gender stereotypes they encountered including discrimination and, in few cases, sexual harassment also. They shared their stories of encountering the stereotypes and rising up to challenges with positive outlook. Participants also narrated their experiences and strategies that helped them in facing difficult situations which were otherwise difficult to cater based on their gender. The findings of the study suggested significant implications and several avenues for future research that will continue to increase the understanding of this phenomenon.

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APPENDICES

Appendix A

NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML.1-4/2020/Edu

Dated: 20-01-2020

To: Sara Siddique,
        1509-MPhil/Edu/S18

Subject: **APPROVAL OF MPHIL THESIS TOPIC AND SUPERVISOR**

1.   Reference to Minute Sheet No. ML.1-2/2020-Edu dated 02-1 -2020, the Higher Authority has approved your topic and supervisor/s on the recommendation of Faculty Board of Studies vide its meeting held on 15th Oct 2019.

a.   **Supervisor's Name & Designation**
        Dr. Wajeeha Aurangzeb
        Assistant Professor, Department of Education
        NUML, Islamabad.

b.   **Topic of Thesis**

A Phenomenological Study of Gender Stereotyping of Educational Leaders at Secondary School Level

2.   You may carry out research on the given topic under the guidance of your Supervisor/s and submit the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submitted within the prescribed period by **31st Jan 2021** positively for further necessary action please.

3.   As per policy of NUML, all MPhil/PhD theses are to be run through Turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis prior run by any other individual.

4.   Thesis is to be prepared strictly on NUML's format that can be taken from the MPhil & PhD Coordinator, Department of Education.

Telephone No: 051-9265100-110 Ext: 2090
E-mail: mdin@numl.edu.pk

Dr. Hukam Dad Malik
Head,
Department of Education

Cc to:
        Dr. Wajeeha Aurangzeb

Appendix B

Research Approval Letter

DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
National University of Modern Languages
Sector H-9, Islamabad
Tel.No: 051-9265100 Ext: 2090

ML.1-3/2020-Edu

Dated: 07-10-2020

WHOM SO EVER IT MAY CONCERN

Ms. Sara Siddique D/O Muhammad Siddique student of M.Phil (Edu) Department of Education of National University of Modern Languages is engaged in project of Research Work.

She may please be allowed to visit your Institution / Library to obtain the required information for her Research Work.

This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.

07/10/2020
Dr Marium Din
A/Head,
Department of Education.

Appendix C

List of Institutions

S. No	Names of Institutions	Level
1.	FG Public School No.1 (Boys) Wah Cantt	High School(VI-X)
2.	FG Public School No.6 (Girls) Wah Cantt	High School(I-X)
3.	FG Public School No.1 (Girls) Wah Cantt	High School(I-X)
4.	FG Public School No.2 (Girls) Wah Cantt	High School(I-X)
5.	FG Public School No.3 (Girls) Wah Cantt	High School(I-X)
6.	FG Public School No.4 (Girls) Wah Cantt	High School(I-X)
7.	FG Public School No.5 (Girls) Wah Cantt	High School(VI-X)
8.	FG Public School No.2 (Boys) Wah Cantt	High School(VI-X)
9.	FG Public School No.3 (Boys) Wah Cantt	High School(VI-X)
10.	FG Public School No.7 (Girls) Wah Cantt	High School(I-X)
11.	FG Public School No.4 (Boys) Wah Cantt	High School(I-X)
12.	FG Public School No.5 (Boys) Wah Cantt	High School(I-X)
13.	FG Model Public School Wah Cantt	High School(VI-X)
14.	FG Public School No.1 (Boys) (2nd Shift) Wah Cantt	Primary School
15.	FG Model Public School (2nd Shift) Wah Cantt	Middle School
16.	FG Public Middle School No.1 (2nd Shift) Wah Cantt	Middle School
17.	FG Public Middle School No.2 (2nd Shift) Wah Cantt	Middle School
18.	FG Junior Public School No.3 (2nd Shift) Wah Cantt	Primary School
19.	FG Junior Public School No.4 (2nd Shift) Wah Cantt	Primary School
20.	FG Junior Public School No.5 (2nd Shift) Wah Cantt	Primary School
21.	FG Public School No.2 (Boys) (2nd Shift) Wah Cantt	Primary School
22.	FG Public School No.3 (Boys) (2nd Shift) Wah Cantt	Middle School
23.	FG Junior Public School No.8 (2nd Shift) Wah Cantt	Middle School
24.	FG Public School No.4 (Boys) (2nd Shift) Wah Cantt	Middle School
25.	FG Public School No.5 (Boys) (2nd Shift)Wah Cantt	Primary School
26.	FG Public Middle School No.12 Wah Cantt	Middle School
27.	FG Junior Public School No.5 Wah Cantt	Primary School
28.	FG Junior Public School No.10 Wah Cantt	Primary School
29.	FG Junior Public School No.10 (2nd Shift) Wah Cantt	Primary School
30.	FG Public Middle School No.12 (2nd Shift) Wah Cantt	Primary School
31.	FG Junior Public School No.6 Wah Cantt	Primary School
32.	FG Junior Public School Gudwal Wah	Middle School
33.	FG Public School PAC Kamra	High School(I-X)
34.	FG Public School AMF Kamra	High School(I-X)
35.	FG Public School KARF Kamra	High School(I-X)
36.	FG Public School Taxila	High School(I-X)
37.	FG Public School No.1 (Girls) Taxila	High School(I-X)
38.	FG Public School Havelian	High School(I-X)
39.	FG Public School No.1 (Boys) Havelian	High School(I-X)
40.	FG Junior Public School CAD Havelian	Primary School
41.	FG Public School (Boys) Sanjwal	High School(I-X)

42.	FG Public School (Girls) Sanjwal	High School(I-X)
43.	Islamabad Model Colleges for Girls Sungjani	Higher Secondary School(I-X)
44.	Government Secondary School for Girls, Usman Khtar, Taxila	High School (1-X)

Appendix D

<u>Interview Cover Letter</u>

Date: _____

To Whom It May Concern:

A phenomenological study of Gender Stereotyping of Educational Leaders at Secondary School Level in has been engaged in Public Sector Educational Institutions and you are invited to participate in this research study. You were selected as a possible participant due to association with these Institutions. Please read this form and ask any questions you may have before acting on this invitation to be in the study.

This study is being conducted by Sara Siddique an MPhil candidate at NUML. The purpose of this study is to gain understanding of the reality of both male and female heads of the institution who have encountered gender stereotypes in regard to pursuing career advancement opportunities and allocation of task at work place. If you agree to be in this study, you will be asked to participate in a possibly a short interview.

Your participation in this study is strictly voluntary. If you initially decide to participate, you are still free to withdraw at any time later without affecting those relationships. There are no risks associated with participating in this study and there are no short or long-term benefits to participating in this study. In the event you experience stress or anxiety during your participation in the study you may terminate your participation at any time. You may refuse to answer any questions you consider invasive or stressful. In addition, there will be no compensation provided for your participation in this study. The records of this study will be kept private. In any report of this study that might be published, the researcher will not include any information that will make it possible to identify you.

Research records will be kept in a locked file, and only the researcher will have access to the records. If you have questions later, you may contact them via Cel No 0313-5486157. If you have questions about your participation in this study, you will receive a copy of this form from the researcher

Again, thank you very much.

Interview Questionnaire

Project: A Phenomenological Study of Gender Stereotyping of Educational Leaders at
Secondary School Level

Date: _____

Time: _____

Place: _____

Interviewer: _____

Interviewee: _____

Position of interviewee: _____

Demographic Survey

Age: 26 – 35 ____   36 – 47 _____   48 – older_____

Marital Status: S _____M _____D _____W_____

Educational Level: Graduate _____   MA _____   MPhil _____   Ph.D_____

Professional Qualification: _____

Occupational Status: Principal_____   Vice Principal: _____

Current Service Grade: _____

Hiring Grade: _____

Hiring Status: Direct_____   Promote_____

Over all Teaching Experience: _____

Overall administrative Experience: _____

Administrative Experience in Secondary School: _____

Additional Charge:

_____

___

_____

___

Interview Protocols

1.   What is your opinion about females as educational managers?

تعلیمی منیجر کی حیثیت سے خواتین کے بارے میں آپ کی کیا رائے ہے؟

2.   What is your opinion about males as educational managers?

بطور تعلیمی مینیجر مردوں کے بارے میں آپ کی کیا رائے ہے؟

3. What difficulties do you face while executing official tasks as male/female?

آپ کو دفتری معاملات بطور خاتون یا مرد سرانجام دیتے ہوے کیا مشکلات پیش آتی ہیں؟

4. How do your teachers perceive you as principal?

آپ کے اساتذہ آپ کو بطور پرنسپل کیسے سمجھتے ہیں؟

5. How do the parents/ general public treat you as principal?

والدین /عام لوگ آپ کے ساتھ بطور پرنسپل سلوک کیسے کرتے ہیں؟

6. What challenges do you face as male/female on this post? How do you cater them?

آپ کو اس پوسٹ پر مرد /خواتین کی حیثیت سے کن چیلنجوں کا سامنا کرنا پڑتا ہے؟ آپ انکا سامنا کیسے کرتے ہیں؟

7. Did you ever feel being discriminated based on your gender? How?

کیا آپ نے کبھی بھی اپنی صنف کی بنیاد پر امتیازی سلوک محسوس کیا ہے؟ کیسے؟

8. What typical stereotypes do you face based on your gender being on this seat?

اس نشست پر آپ کی صنف کی بنیاد پر آپ کو کون سے مخصوص دقیانوسی تصورات کا سامنا کرنا پڑتا ہے؟

9. What is impact of being principal on family life?

خاندانی زندگی پر بطور پرنسپل کیا اثر ہے؟

10. What are the positive aspects of being principal based on you gender?

آپ کی صنف کی بنیاد پر پرنسپل بننے کے کیا مثبت پہلو ہیں؟

11. What are the negative aspects of being principal based on your gender?

آپ کی صنف کی بنیاد پر پرنسپل بننے کے منفی پہلو کیا ہیں؟

12. What are your thoughts regarding women's access to power and leadership?

خواتین کے اقتدار اور قیادت تک رسائی کے بارے میں آپ کے کیا خیالات ہیں؟

13. How do you perceive yourself as an educational leader?

آپ اپنے آپ کو بطور تعلیمی رہنما کیسے سمجھتے ہیں؟

14. Do you think males can be better principals than females?

کیا آپ کو لگتا ہے کہ حضرات خواتین سے بہتر پرنسپل ہو سکتے ہیں؟

15. Are you given due representation in tasks related to policy making and procurement?

کیا آپ کو پالیسی سازی اور خریداری سے متعلق کاموں میں مناسب نمائندگی دی جاتی ہے؟

16. How would you describe your organization's culture?

<div dir="rtl">

آپ اپنی تنظیم کی ثقافت کو کس طرح بیان کریں گے؟

</div>

17. What are some barriers that you have experienced during your career development?

<div dir="rtl">

آپ نے اپنے کیریئر کی ترقی کے دوران کن رکاوٹوں کا سامنا کیا ہے؟

</div>

18. Do you believe that women are equally represented in top leadership positions as men?

<div dir="rtl">

کیا آپ کو یقین ہے کہ مردوں کی حیثیت سے اعلی قیادت کے عہدوں پر بھی خواتین کو برابر کی نمائندگی کی جاتی ہے؟

</div>

19. Do you feel that gendered stereotypes affect women's professional development? Explain.

<div dir="rtl">

کیا آپ کو لگتا ہے کہ صنفی دقیانوسی تصورات خواتین کی پیشہ ورانہ ترقی کو متاثر کرتی ہیں؟ وضاحت کریں۔

</div>

20. How might an organization's culture contribute to promoting gender stereotypes? Explain.

<div dir="rtl">

کسی تنظیم کی ثقافت صنف کے دقیانوسی تصورات کو فروغ دینے میں کس طرح حصہ ڈال سکتی ہے؟ وضاحت کریں۔

</div>

Appendix E

Translation Certificate

Interview Protocol

<div dir="rtl">

1. خواتین کے بطور تعلیمی منتظمین کے کردار کے بارے میں آپ کی رائے کیا ہے؟
2. مردوں کے بطور تعلیمی منتظمین کے کردار کے بارے میں آپ کی کیا رائے ہے؟
3. ایک مرد یا خاتون کے طور پر سرکاری کاموں کی انجام دہی میں آپ کو کیا مشکلات پیش آتی ہیں؟
4. آپ کے اساتذہ آپ کو بحثیت پرنسپل کس طرح دیکھتے/دیکھتی ہیں؟
5. والدین/ عام عوام کا آپ سے آپکی پرنسپل کی حثیت میں رویہ کیسا ہے؟
6. مرد/عورت کے طور پر اس پوسٹ پر آپ کو کن مسائل کا سامنا کرنا پڑتا ہے؟ آپ ان مسائل کا مقابلہ کیسے کرتے/کرتی ہیں؟
7. کیا آپ کو صنف کی بنیاد پر کبھی امتیاز کا سامنا کرنا پڑا؟ کیسے؟
8. اس پوسٹ پر فرائض کی انجام دہی میں آپ کو اپلی صنف کی بنیاد پر کن مخصوص دقیانوسی تصورات کا سامنا کرنا پڑتا ہے؟
9. آپ کے پرنسپل ہونے کا آپ کی خاندانی زندگی پر کیا اثر پڑتا ہے؟
10. پرنسپل ہونے کے، آپ کی صنف کی بنیاد پر، مثبت پہلو کون کون سے ہیں؟
11. پرنسپل ہونے کے، آپ کی صنف کی بنیاد پر، منفی پہلو کون کون سے ہیں؟
12. عورتوں کی طاقت اور قیادت تک رسائی کے بارے میں آپ کے خیالات کیا ہیں؟
13. ایک تعلیمی رہنما کے طور پر آپ اپنے آپ کو کیسے دیکھتے/دیکھتی ہیں؟
14. کیا آپ سمجھتے/سمجھتی ہیں کہ مرد حضرات خواتین کی نسبت بہتر پرنسپل ثابت ہوتے ہیں؟
15. کیا آپ کو پالیسی سازی اور ادارے کے امور خریداری سے متعلق مناسب نمائندگی دی جاتی ہے؟
16. آپ اپنے تنظیمی کلچر کو کیسے بیان کریں گے؟
17. اپنی پیشہ ورانہ ترقی میں آپ کو کن رکاوٹوں کا سامنا کرنا پڑا؟
18. کیا آپ سمجھتے/سمجھتی ہیں کہ اعلی قیادت کی سطح پر کلیدی حثیتوں میں خواتین کو مردوں کے برابر نمائندگی دی جاتی ہے؟
19. کیا آپ سمجھتے/سمجھتی ہیں کہ صنفی حوالے سے دقیانوسی تصورات خواتین کی پیشہ ورانہ ترقی کو متاثر کرتے ہیں؟ وضاحت کریں۔
20. کسی تنظیم کا کلچر کس طرح صنفی حوالے سے دقیانوسی خیالات کی ترویج کر سکتا ہے؟ وضاحت کریں

</div>

29|12|19

Dr. Jamil Asghar
Director
Department of Translation & Interpretation
National University of Modern Languages, Islamabad
Phone: +92519265100, Ext. 2034

National University of Modern Languages Islamabad
Department of Translation and Interpretation
Date 24|12|2019

Appendix F

Confidentiality Agreement

Name of Signer: Sara Siddique

During the course of my activity in collecting data for this research: **"A Phenomenological Study of Gender Stereotyping of Educational Leaders at Secondary School Level",** I will have access to information, which is confidential and should not be disclosed. I acknowledge that the information must remain confidential, and that improper disclosure of confidential information can be damaging to the participant.

By signing this Confidentiality Agreement, I acknowledge and agree that:

1.   I will not disclose or discuss any confidential information with others, including friends or family.

2.   I will not in any way divulge, copy, release, sell, loan, alter or destroy any confidential information except as properly authorized.

3.   I will not discuss confidential information where others can overhear the conversation. I understand that it is not acceptable to discuss confidential information even if the participant's name is not used.

4.   I will not make any unauthorized transmissions, inquiries, modification or purging of confidential information.

5.   I agree that my obligations under this agreement will continue after termination of the job that I will perform.

6.   I understand that violation of this agreement will have legal implications.

7.   I will only access or use systems or devices I'm officially authorized to access and I will not demonstrate the operation or function of systems or devices to unauthorized individuals.

Signing this document, I acknowledge that I have read the agreement and I agree to comply with all the terms and conditions stated above.

Signature: _____   **Date:** _____

Appendix G

<u>Consent Letter</u>

<u>A Phenomenological Study of Gender Stereotyping of Educational Leaders</u>

<u>at Secondary School Level</u>

You are invited to participate in a research study of gender stereotyping. You were selected as a possible participant due to association with Secondary Educational Lever as Head/ Principal. Please read this form and ask any questions you may have before acting on this invitation to be in the study.

This study is being conducted by Sara Siddique an MPhil Education Candidate at National University of Modern Languages (NUML) Islamabad.

Background Information:

The purpose of this study is to gain understanding of the reality of both male and female heads of institution who have encountered issues of gender stereotyping in regard to pursuing career advancement opportunities and allocation of task at work place.

Procedures:

If you agree to be in this study, you will be asked to participate in a short interview that may be audio recorded.

Voluntary Nature of the Study:

Your participation in this study is strictly voluntary. If you initially decide to participate, you are still free to withdraw at any time later.

Risks and Benefits of Being in the Study:

There are no risks associated with participating in this study and there are no short or long-term benefits to participating in this study. In the event you experience stress or anxiety during your participation in the study you may terminate your participation at any time. You may refuse to answer any questions you consider invasive or stressful.

Compensation:

There will be no compensation provided for your participation in this study.

Confidentiality:

The records of this study will be kept private. In any report of this study that might be published, the researcher will not include any information that will make it possible to identify you. Research records will be kept in a locked file, and only the researcher will have access to the records.

Contacts and Questions:

The researcher conducting this study is Sara Siddique. The researcher's faculty Supervisor is Dr. Wajeeha Aurangzeb- Assistant Professor Education, NUML. If you have questions later, you may contact them via Cel No 0313-5486157. If you have questions about your participation in this study, you will receive a copy of this form from the researcher

Statement of Consent:

I have read the above information. I have asked questions and received answers. I consent to participate in the study.

Printed Name of Participant: _____

Participant Signature: _____

Participant Email: _____

Participant Contact No: _____

Signature of Investigator: _____

Appendix H

Interview Transcriptions

<u>M1(AA)</u>

Interview Response

1. Interviewer: What is your opinion about females as educational managers?

    Participant: In my opinion, females are better educational leaders especially in managing the academic tasks.

2. Interviewer: What is your opinion about males as educational managers?

    Participant: Males are good educational leaders. They administer the financial management more confidently.

3. Interviewer: What difficulties do you face while executing official tasks as male?

    Participant: Being male Principal, I do not face any difficulty while executing official matters. The only thing that bothers is excessing traveling and outdoor work which is mostly allocate to male principals.

4. Interviewer: How do your teachers perceive you as principal?

    Participant: My teachers consider me very cooperative principal who listen to their problems and take stand for them. There is a natural hesitation on part of staff when they interact with the principal but my staff feels comfortable in communicating with me.

5. Interviewer: How do the parents/ general public treat you as principal?

    Participant: Parents/visitors give me a lot of respect. Teaching profession is something which is considered highly respectable profession. Wherever I go, I have always been welcomed and respected.

6. Interviewer: What challenges do you face as male on this post? How do you cater them?

    Participant: No challenge! There are no particular challenges in this job however, being a male, I have often been allocated outdoor duties. There is a general practice that whenever posting or transfer is prerequisite, females are given nearest stations to their home as they cannot stay outstation due to family limitations. The male principals are often posted to out station schools only because they are male and they can

survive in such circumstances. I have been posted here from home station and I daily commute from Rawalpindi. This creates a little inconvenience, but I manage to handle it and drive daily to my work place.

7. Interviewer: Did you ever feel being discriminated based on your gender? How?

Participant: Not in particular. Discrimination has always been taken in a negative sense, but if you are talking of discrimination at work place in terms of due respect and privileges then I won't say I have ever been discriminated. If you are referring to the allocation of tasks, I have stated earlier that outdoor tasks like conducting inquiries, doing inspections and the tasks which include excessive traveling are allocated to me being a male. Women are generally spared from such tasks due to family limitations.

8. Interviewer: What typical stereotypes do you face based on your gender being on this seat?

Participant: There is a general perception that the institutions having male principals have bad results; males are usually careless administrator; they don't take their job seriously; their institutions are less clean and less decorated but I feel there are many other reasons if an institution has these problems. It's not because a male principal is heading it. A lot depends on the location, resources and availability of staff.

9. Interviewer: What is impact of being principal on family life?

Participant: Male principals have been engaged more in activities irrespective of official timings. This sometimes affect the family life as I cannot give due attention to my family and children. Besides that, I don't feel it impacts my family life that much.

10. Interviewer: What are the positive aspects of being principal based on you gender?

Participant: I have a bigger social circle which helps me a lot if I get to face any problem in executing a certain project. Being a male, I can

confidently deal with matters of serious concerns especially when issues related to departmental inquiries and complaints are concern.

11. Interviewer: What are the negative aspects of being principal based on your gender?

Participant: I have been often engaged in the matter of policy making as I am one of the senior-most principals in my department. At times I feel over worked but at the same time it is satisfying to contribute positively for making a change towards the betterment.

12. Interviewer: What are your thoughts regarding women's access to power and leadership?

Participant: Pakistan has a great history where we have seen many inspiring female figures in top management and leadership position. I personally believe women are given due representation to top management positions and in no means, they are lagging behind.

13. Interviewer: How do you perceive yourself as an educational leader?

Participant: I perceive myself an average educational leader. There is always room to improve as there is no one hard and fast formula to be an effective manager or leader. My teachers always consider me an inspiration to look forward to.

14. Interviewer: Do you think males can be better principals than females?

Participant: There is no discrimination in the capabilities of male and females. It is all about skills and competence. I have seen very good and effective female principals who are managing their institutions excellently and there are equal male principals who are creating good precedence for others to follow. It's all about the individual management skills capabilities which has nothing to do with gender.

15. Interviewer: Are you given due representation in tasks related to policy making and

procurement?

Participant: Yes. My opinion is always welcomed and valued in the matters of policy making. I have always represented my region at higher

directorate and ministry level in the matters of policy making and curriculum implementation.

16. Interviewer: How would you describe your organization's culture?

   Participant: In our organization, the educational managers have a very less authority over the matter of policy making. We are more like the implementers. Usually there is a lot dependency on male workforce. They are overloaded with work and women are kept more relaxed. You can say it is a little male dominating but the main reason for this is that female have family restrictions. They cannot give more time due to the family obligations.

17. Interviewer: What are some barriers that you have experienced during your career development?

   Participant: Yes! There are many barriers. If a person wants to enhance their education sometimes it becomes very difficult to take permission for that. I once had an opportunity to go abroad for enhancing my professional development. I was denied access to it and NOC (No Objection Certificate) was not granted. So there are problems.

18. Interviewer: Do you believe that women are equally represented in top leadership positions as men?

   Participant: Yes, if you are talking about our department, women have due representation. In fact, you will see more female principals compared to males in our department. There are fixed seats and quota system in public sector where females have reserved seats on which no male can be selected. So, I feel males are underrepresented (he said it laughingly).

19. Interviewer: Do you feel that gender stereotypes affect women's professional development? Explain

   Participant: I personally believe if a woman is confident or strong, she cannot succumb to the stereotypes. With consistency, hard work and family support, women can excel in any profession. In Pakistan there is a culture to be over protective about females just because of their own

safety and well-being, hence, female prefer the profession which are culturally considered more respectful for women. This is one of the reasons that we have more women in education sector compared to men.

20. Interviewer: How might an organization's culture contribute to promoting gender stereotypes? Explain.

Participant: An organization can be a breeding ground of gender stereotypes. If the organization promotes different treatment of male and female of the same designation, it can create long lasting can promote stereotypes. I have worked in a private system before joining this setup. There the organizational culture was more prone towards females and we, as males always felt underrepresented. Here women are given equal representation but in higher administration, we can see their representation is less than ten percent. So, organizations culture contributes a lot in promoting gender stereotypes.

M2(AA)

Interview Response

1. Interviewer: What is your opinion about females as educational managers?

   Participant: Females principals are way better educational leaders then males. In many matters I find them much better. I have much admiration for the capabilities of female principals who are managing their institutions in a very good manner.

2. Interviewer: What is your opinion about males as educational managers?

   Participant: Males can equally be good managers as females. But men usually find short cuts to do a task and are little careless. I personally feel myself a little casual then many of my female colleagues.

3. Interviewer: What difficulties do you face while executing official tasks as male?

   Participant: Men are often regarded as emotionless and strict in nature. At times when I am dealing with few female staff members, they expect to be treated with extraordinary leverage owing to their family problems which are beyond the authority of a principal. For example, bringing infant children at work place, or allowing undue leaves and short leaves. It becomes difficult to argue with them on standard operating procedures and job norms.

4. Interviewer: How do your teachers perceive you as principal?

   Participant: My teachers consider me cooperative and helpful. They even consider me sympathetic towards their problems.

5. Interviewer: How do the parents/ general public treat you as principal?

   Participant: The best thing about being principal is that everyone gives you a lot of respect. I have been teaching in this locality for a long time. Whenever I meet someone whom I have taught or the parents of my students, they always treat me with respect. It is very rewarding.

6. Interviewer: What challenges do you face as male on this post? How do you cater them?

   Participant: Every job has challenges. I am officiating as a principal in evening school and at the same time I have am being a training coordinator at

TTC (Teacher Training Centre). Being a training coordinator, I have to be present in the centre during the morning time while at my school in the evening. Besides that, I am also a member of academic council which again has some additional duties. It becomes hard to manage time for all these activities and at the same time to focus on my school but I am still doing it with the cooperation of my family.

7. **Interviewer:** Did you ever feel being discriminated based on your gender? How?

   Participant: Yes! Many times, it has been a feeling that females are being given different tasks. Heavier tasks that require speedy accomplishment and outdoor traveling are allocated to males while females are allocated only those tasks which can be completed within their offices so… yes at time I feel like that.

8. **Interviewer:** What typical stereotypes do you face based on your gender being on this seat?

   Participant: I don't know that stereotypes can typically be good or bad but there are general perceptions about us that men are lazy, they look for short cuts, they prefer doing outdoor work then focusing on their schools, if they are males, they must be good in computer and financial management. They don't take pain for improvement of their institutions. They take favours from higher administration. They have an art to be in good books…. And many more.

9. **Interviewer:** What is impact of being principal on family life?

   Participant: Family life is affected to a great extent. My wife takes care of all the educational matters of my own children. I cannot give them time because of double duties.

10. **Interviewer:** What are the positive aspects of being principal based on you gender?

   Participant: I can execute the procurement related project in a better way owning to the fact I am male. I can take quick and daring decisions and I have the confidence to stand by them.

11. Interviewer: What are the negative aspects of being principal based on your gender?

    Participant: More work has been allocated.

12. Interviewer: What are your thoughts regarding women's access to power and leadership?

    Participant: Women should be encouraged to rise up to such positions more and more. They are more than half part of our society and they deserve equal representation.

13. Interviewer: How do you perceive yourself as an educational leader?

    Participant: I try to become a role model to be followed by my staff members.

14. Interviewer: Do you think males can be better principals than females?

    Participant: In fact, I believe the opposite. I have seen the institutions where females are officiating as educational leaders, they are producing much better results. There is more check and balance while males, at times to be less careful towards such details. They do not pay attention to minor details while females take a lot of pain.

15. Interviewer: Are you given due representation in tasks related to policy making and

                    procurement?

    Participant: Yes. I really feel I have a voice and it has been heard on different platforms

16. Interviewer: How would you describe your organization's culture?

    Participant: The culture of my organization is not balance in terms of equal distribute of work. Those who know to work, are burdened with more work whether they are male or females. Our higher administration relies more on males.

17. Interviewer: What are some barriers that you have experienced during your career development?

    Participant: There are some significant barriers. We are denied the opportunities to go abroad for higher qualification. I remember, when I was doing my MPhil, I was not given relaxation to complete my research. I had

to take formal leave for this purpose. We are not given advance trainings here as other departments are being given.

18. Interviewer: Do you believe that women are equally represented in top leadership positions as men?

Participant: There are very few females that I see in our directorate. In fact, at our regional office, there in not even a single female but when I log at the school management level. Females are more in number.

19. Interviewer: Do you feel that gender stereotypes affect women's professional development? Explain

Participant: Yes! I believe gender stereotypes can affect the women's professional development a lot. Bold and out spoken women are often taken as negative, hence they cannot participate or voice their opinion as loudly as they should which is the reason they are underestimated for a certain task even if they are perfectly capable of it.

20. Interviewer: How might an organization's culture contribute to promoting gender stereotypes? Explain.

Participant: An organization culture can determine how individuals are seen or expected to be seen in a certain role or post. If an organizational culture provides balanced and equal opportunities for managers to do the tasks irrespective of their gender, then I believe the culture will be promoting innovation according to the needs of time.

M3(GM)

Interview Response

1. Interviewer: What is your opinion about females as educational managers?

    Participant: Females play a vital role as educational manager. They accept the challenges and prove themselves as successful managers as head of institution.

2. Interviewer: What is your opinion about males as educational managers?

    Participant: Males as educational managers enjoy, dominant position in our education system. They manage an organization in a smooth way by using different skills and techniques.

3. Interviewer: What difficulties do you face while executing official tasks as male?

    Participant: I have to face many difficulties in executing official tasks especially when authorities require data / reports on urgent basis. I sometimes also have to interact with illiterate parents which cause anxiety.

4. Interviewer: How do your teachers perceive you as principal?

    Participant: We have friendly environment in our institution. Everyone can discuss his/her issues/ problems with me, without any hesitation. Teachers give me due respect and we work as a team.

5. Interviewer: How do the parents/ general public treat you as principal?

    Participant: Parents/ general public respect me generally and approach me to discuss matters related to academic progress and peaceful environment in school. I honour their comments and suggestions.

6. Interviewer: What challenges do you face as female on this post? How do you cater them?

    Participant: I have to face a number of challenges on this post like financial, academic, behavioural and administrative. I cater these problems through different committees, in charges and cooperation of my colleagues.

7. Interviewer: Did you ever feel being discriminated based on your gender? How?

    Participant: I don't believe in discrimination but sometimes opposite gender may create issues related to gender discrimination. In our system,

possibilities are there to highlight gender discrimination for personal favor or benefits.

8. Interviewer: What typical stereotypes do you face based on your gender being on this seat?

Participant: In the present system, both male and female teachers are working in the institution. Some of female members may think why this male principal has been imposed on them.

9. Interviewer: What is impact of being principal on family life?

Participant: It has positive impact on my family life as I can supervise and look after the education of my children. On the other hand, I have to involve in my professional duties which affect my family life.

10. Interviewer: What are the positive aspects of being principal based on you gender?

Participant: There are some positive aspects of being principal as I have been in touch with teaching/ learning activities and have gained experience. I have to be vigilant to perform assigned duties.

11. Interviewer: What are the negative aspects of being principal based on your gender?

Participant: I have to accomplish my official duties which requires time and commitment. Because of this, I have compromise over my duties towards family and relatives.

12. Interviewer: What are your thoughts regarding women's access to power and leadership?

Participant: I strongly recommend the participation of women in nation building. They should be given equal rights to play their role as managers and leaders.

13. Interviewer: How do you perceive yourself as an educational leader?

Participant: I realize my role as an educational leader. I have created a friendly environment in which every teacher/ learner grooms his personality and flourish capabilities.

14. Interviewer: Do you think males can be better principals than females?

Participant: I think both males and females have the same traits and opportunities but males have some edge over females in our society. He may have better options then female principals.

15. Interviewer: Are you given due representation in tasks related to policy making and

    procurement?

Participant: I have been given limited representation in the tasks related to policy making and procurement as per SOP (Standard Operation Procedure). I always give my suggestions and recommendations when asked on a matter both at regional and national level.

16. Interviewer: How would you describe your organization's culture?

Participant: our organizational culture is based on society and Army background. It is an educational organization but we have to implement strict discipline and orders of the authorities as per policy.

17. Interviewer: What are some barriers that you have experienced during your career development?

Participant: I have experienced few barriers during my career development as I was appointed at 300 km away from my native town. Once I was deferred from promotion due to average remarks by GSO-I (General Staff Officer). Luckily, I was promoted after one year and restored my seniority.

18. Interviewer: Do you believe that women are equally represented in top leadership positions as men?

Participant: Ours is the male dominating society where women are deprived of equal rights. Now a days, women make their way to hold top leadership position, despite discrimination in our system.

19. Interviewer: Do you feel that gender stereotypes affect women's professional development? Explain

Participant: Yes! It affects women professional development. They have to face numerous difficulties in their professional career such as restriction

from parents, discouragement from society. Somehow, women are eager to contribute for the development of the country.

20. Interviewer: How might an organization's culture contribute to promoting gender stereotypes? Explain.

    Participant: Our culture and civilization are deeply rooted in our ideology and religious beliefs. Organizational culture may contribute to promote gender stereotypes because women are restricted to some areas and they cannot contribute despite they want to play their role to abolish gender discrimination.

M4(AM)

Interview Response

1. **Interviewer:** What is your opinion about females as educational managers?

   Participant: Females can be good educational managers and many educational institutions are being run by them successfully.

2. **Interviewer:** What is your opinion about males as educational managers?

   Participant: Males are better educational leaders in view of them being more experienced in dealing matters of everyday life and having more exposure to the managerial situations.

3. **Interviewer:** What difficulties do you face while executing official tasks as male?

   Participant: As a male normally, one has to face problems pertaining to interpersonal relationships and discipline.

4. **Interviewer:** How do your teachers perceive you as principal?

   Participant: Not sure, but I think majority of them have an overall positive opinion about me.

5. **Interviewer:** How do the parents/ general public treat you as principal?

   Participant: General public and parents treat me quite graciously and respectfully.

6. **Interviewer:** What challenges do you face as female on this post? How do you cater them?

   Participant: As a male, I mostly face discipline problems. For this, I keep myself ever ready and try to impose first discipline to myself and to solve problem by giving practical examples rather than giving precept.

7. **Interviewer:** Did you ever feel being discriminated based on your gender? How?

   Participant: No, never felt discrimination.

8. **Interviewer:** What typical stereotypes do you face based on your gender being on this seat?

   Participant: Male principals are more care less, less punctual and more prone to embezzle school funds.

9. **Interviewer:** What is impact of being principal on family life?

   Participant: Affording less time for family and remaining more stressed.

10. Interviewer: What are the positive aspects of being principal based on you gender?

    Participant: More respect and authenticity are attached to my sayings and conduct.

11. Interviewer: What are the negative aspects of being principal based on your gender?

    Participant: Principal in not fair and just in dealing with school staff matters. Principal must command / lead in all matters irrespective of nature of task and duty.

12. Interviewer: What are your thoughts regarding women's access to power and leadership?

    Participant: one can lead and be a leader if one has the requisite ability and guts irrespective of gender.

13. Interviewer: How do you perceive yourself as an educational leader?

    Participant: I deem myself as an average educational manager.

14. Interviewer: Do you think males can be better principals than females?

    Participant: In our social setup, males have opportunity of having more varied experience of dealing and confronting real life problems, ups and downs, so it is generally perceived that males can be better principals.

15. Interviewer: Are you given due representation in tasks related to policy making and

    procurement?

    Participant: As for policy and procurement matters, department does not give due representation to the principals owing to being biased for self-benefits.

16. Interviewer: How would you describe your organization's culture?

    Participant: I have tried to develop democratic cum authoritative culture where teachers have their say but the final decision is taken by me.

17. Interviewer: What are some barriers that you have experienced during your career development?

    Participant: Lack of resources and guidance.

18. Interviewer: Do you believe that women are equally represented in top leadership positions as men?

      Participant: No! women are not represented in top management positions as men.

19. Interviewer: Do you feel that gender stereotypes affect women's professional development? Explain

      Participant: There is a general perception that women are less efficient or competent in practical life matters and cannot manage and control situations as competently as men do. This is because men and women are brought up in different styles and manners. If brought up equally, then women can also be equally competent in managerial tasks.

20. Interviewer: How might an organization's culture contribute to promoting gender stereotypes? Explain.

      Participant: If the culture there is not democratic and tilted towards man due to dominance of men in that organization or the male head of that organization.

M5(QA)

Interview Response

1. Interviewer: What is your opinion about females as educational managers?

   Participant: In my opinion, females' managers are equally contributing as educational managers. They have different styles and approaches & try to take work from their staff by verbal orders, appreciation, motivation and team work in best possible way. Normally female managers are efficient workers than males. They take responsibilities 'with smart efficient work, but sometimes, time constraints hinder their performance

2. Interviewer: What is your opinion about males as educational managers?

   Participant: Male educational managers have very different managing styles as compared to female educational managers, Male educational managers gives more attention on discipline and they believe that orders must be followed as given, they believe in completion of task. But male educational managers are little dominating in our school system.

3. Interviewer: What difficulties do you face while executing official tasks as male?

   Participant: Sometimes employees don't cooperate and they don't do work as it has to be done. Sometimes employees take very little interest in their jobs so it increases responsibility on educational manager. Little awareness on part of parents also creates problems.

4. Interviewer: How do your teachers perceive you as principal?

   Participant: They want to see their principal as a Role model and as an efficient educational leader as well. Teachers perceive me as good and cooperative Principal, I don't compromise on discipline and quality of work which is being done in my institution. My staff fully understands my mission and they cooperate with me. Sometimes I become strict because I don't compromise on discipline and quality of work as completion of task is always my priority.

5. Interviewer: How do the parents/ general public treat you as principal?

Participant:	They treat me as custodian of educational matters, grooming and personality development of their child. Also, they treat me well and they give me respect whenever I meet with them or when they come to my office.	

6. Interviewer: What challenges do you face as female on this post? How do you cater them?

Participant: I face many challenges from staff while executing my duty. Some of these are: lack of professional staff, reluctant behavior of old staff members, sometimes staff don't work according to my instructions/orders and vision other is from parents' side, parents have little awareness regarding education and they play very little role in or interest to visit the school and try to know the weakness of their children. I always cater these problems with counselling, by applying different strategies and with patience.

7. Interviewer: Did you ever feel being discriminated based on your gender? How?

Participant: No, I never feel being discriminated based on my gender.

8. Interviewer: What typical stereotypes do you face based on your gender being on this seat?

Participant: Sometimes people say that Male principal favour's female staff members and female parents. Sometimes people judge my hard work and mission with my strictness. Sometimes people compare me with other principals and their policies.

9. Interviewer: What is impact of being principal on family life?

Participant: It's off course positive. Smart Management, Quick Decision Making and SWOT analysis those are learnt from professional life also benefit family & daily life. On other hand family suffers if we are too busy in official assignments/work. Also, family life suffers when school left over work is taken to home hence no time is left for family life.

10. Interviewer: What are the positive aspects of being principal based on you gender?

Participant: Being male Principal I always try to cooperate with my subordinates and moreover staff follows my orders quickly, put psychological impact on staff as they do their work efficiently & honestly.

11. Interviewer: What are the negative aspects of being principal based on your gender?

Participant: Sometimes I become strict with staff due to their non-cooperation, negative behaviors and pressure of work.

12. Interviewer: What are your thoughts regarding women's access to power and leadership?

Participant: Gender equality is a good thing; women should be given leadership as this will improve the system because women follows different ways and style in doing work and this is the need of the day as well. They are highly qualified, experienced and contributing in every sphere of life. So why not in educational leadership?

13. Interviewer: How do you perceive yourself as an educational leader?

Participant: I perceive myself as educational leader as good one, because I have vision and mission for bringing more improvements in education system. I always kept myself on experimenting and takes the positive things. Moreover, I am in this profession/field by choice, not by chance.

14. Interviewer: Do you think males can be better principals than females?

Participant: Well not, I think its chain of experiences, decision making style and working environment that makes you good principal and this is irrespective of gender. Sometimes male prove themselves better principals than females and sometimes females prove themselves better principals than males so every gender follows different ways in doing their work.

15. Interviewer: Are you given due representation in tasks related to policy making and

     procurement?

Participant: Yes, I am given representation in both of them and learnt many new things from this experience.

16. Interviewer: How would you describe your organization's culture?

    Participant: My organization culture is a mixture of many cultures because people from various cultural backgrounds work here and they speak different languages. It is democratic and growing as well.

17. Interviewer: What are some barriers that you have experienced during your career development?

    Participant: For me my career was like war at four fronts as I belong to middle class family so I work very hard in order to attain success, I use to do job as well as prepare myself for different tests. Moreover, I also needed to look after my family. Barriers in career development were lack of experience, lack of direction and financial constraints.

18. Interviewer: Do you believe that women are equally represented in top leadership positions as men?

    Participant: Yes, I believe that women are given representation at the top as men with equal opportunities' in our educational system. With the passage of time things are getting better for women in all walks of life. Recent example is Nigar Johar Khan, who has been appointed as Lt. General in Pak Army.

19. Interviewer: Do you feel that gender stereotypes affect women's professional development? Explain

    Participant: Yes, these negative concepts put very negative impact on career development of women, many women likes to keep them limited and hence they are unable to come forward and attain development especially in educational fields.

20. Interviewer: How might an organization's culture contribute to promoting gender stereotypes? Explain.

    Participant: Yes, these negative concepts put very negative impact on career development of women, many women likes to keep them limited and

hence they are unable to come forward and attain development especially in educational fields.

<u>M6(ID)</u>

Interview Response

1. **Interviewer:** What is your opinion about females as educational managers?

    Participant: In my opinion, females are better educational leaders than males, especially at Montessori/Junior level and co-education schools.

2. **Interviewer:** What is your opinion about males as educational managers?

    Participant: Males are good educational managers for Elementary & Secondary level schools (Boys). They can provide the boys better opportunities regarding co-curricular & extra-curricular activates along with their academics.

3. **Interviewer:** What difficulties do you face while executing official tasks as male?

    Participant: Being male Principal, I do not face any difficulty while executing official matters. If a female is appointed as clerk in my institution and she is hesitant to deal with male staff members/parents, then I may have some problems in official tasks.

4. **Interviewer:** How do your teachers perceive you as principal?

    Participant: Teachers can better reply for it. However, my behaviour with the staff is very cooperative.

5. **Interviewer:** How do the parents/ general public treat you as principal?

    Participant: Parents/visitors are satisfied with the school management as they are free to visit Principal office at any time during school hours. In general, behaviour of parents is good with the Principal.

6. **Interviewer:** What challenges do you face as female on this post? How do you cater them?

    Participant: No particular challenges are faced. As a male Principal, I have to be more careful and cautious to deal with the female staff.

7. **Interviewer:** Did you ever feel being discriminated based on your gender? How?

    Participant: I think males are more answerable to higher auth as they are "males". Being male Principal, extra work is also assigned by Regional Office with the remarks that "Females are not supposed to perform better to

supervise maintenance work of school buildings, regional functions management etc".

8. Interviewer: What typical stereotypes do you face based on your gender being on this seat?

   Participant: When I joined present institution as Principal, it was considered by some people an incorrect decision of department to appoint a male Principal in junior school with almost 100% female staff but as the time passed, this theory was proved wrong.

9. Interviewer: What is impact of being principal on family life?

   Participant: Being Principal, irrational workload and over engagement for assigned tasks has affected my personal and family life badly.

10. Interviewer: What are the positive aspects of being principal based on you gender?

    Participant: Male Principals can play a major role to inculcate social norms in the students by taking part in social, cultural and religious gatherings of society.

11. Interviewer: What are the negative aspects of being principal based on your gender?

    Participant: No negative impact has been seen for being a Principal.

12. Interviewer: What are your thoughts regarding women's access to power and leadership?

    Participant: Women should take part as a leader in all walks of life especially as educational leaders.

13. Interviewer: How do you perceive yourself as an educational leader?

    Participant: I perceive myself quite capable for educational leader being qualified and having enough teaching experience in FGEIs.

14. Interviewer: Do you think males can be better principals than females?

    Participant: No specific gender is required for educational leader. However, females prove them better Principals for Montessori/Junior Sections. However, in boys' high schools, only male heads should be appointed.

15. Interviewer: Are you given due representation in tasks related to policy making and

                               procurement?

Participant: Yes. As member of Academic Council, I take part in making policies for Regional office as well Directorate. I have also been given opportunity for procurement many times as member Regional Development/Purchase Committee. Presently I have been assigned duties as President Academic Council -1, Wah Region.

16. Interviewer: How would you describe your organization's culture?

Participant: Culture of FGEIs is very enviable. You find all institutions very clean, disciplined and corruption free. Regularity, punctuality and hard work of the staff make this organization as best educational organization of the country.

17. Interviewer: What are some barriers that you have experienced during your career development?

Participant: Sometime a few of your senior colleagues do not give you space for professional grooming and discourage your efforts, but I was lucky enough for having encouraging officers/colleagues in my career.

18. Interviewer: Do you believe that women are equally represented in top leadership positions as men?

Participant: Yes, representation ratio of women is increasing day by day.

19. Interviewer: Do you feel that gender stereotypes affect women's professional development? Explain

Participant: No. This sentence is itself based on stereotyped concept. Professional development and only development/progress/promotion are two different things. There is no hurdle in professional development of females; however, for development/progress, women are even preferred.

20. Interviewer: How might an organization's culture contribute to promoting gender stereotypes? Explain.

Participant: An organization's culture contributes in promoting gender stereotypes because people associated with the organization hear these concepts and experience these concepts practically for long time in an organization. For example, co-staff in FGEIs have been accepted in Boys' schools for the last 15 years but it is still not accepted in Girls' schools due to some stereotypes.

F1(FF)

Interview Response

1. Interviewer: What is your opinion about females as educational managers?

   Participant: Women are better managers in the field of education. Men may be good in other fields but in education women have excelled.

2. Interviewer: What is your opinion about males as educational managers?

   Participant: Men are usually careless, ill planned, and less devoted to this profession,

3. Interviewer: What difficulties do you face while executing official tasks as female?

   Participant: As female most difficult is to handle a father of any child involved in physical taboos.

   Interviewer: What kind of Taboos?

   Participant: Sometimes, there are issues related to puberty and inappropriate behaviour of teenagers and even small kids, especially boys who are going through trying age. It feels difficult to talk about them with male parent being a female.

4. Interviewer: How do your teachers perceive you as principal?

   Participant: They are respectful, obedient and responsive. It is basically because of the character you possess. If you are leading from the front, all are liable to pay respect and regards.

5. Interviewer: How do the parents/ general public treat you as principal?

   Participant: They are good most of the time.

6. Interviewer: What challenges do you face as female on this post? How do you cater them?

   Participant: Foremost challenge is to establish own place in a male dominant society through extra effort and strength of character. Secondly to take extreme care to save myself from any scandal as most of the colleagues I work with are males. Thirdly to manage the institution in the best possible ways. utilization of budget and other financial resources. I cope with all these issues being extra vigilant and cautious, seeking guidance from seniors.

7. Interviewer: Did you ever feel being discriminated based on your gender? How?

    Participant: Never.

    Interviewer: By discrimination, I mean any specific behaviour towards you being a female. Did you ever feel that?

    Participant: People do underestimate me while allocating the tasks thinking I will not be able to do it but once I made my place in the system, I never felt any discrimination.

8. Interviewer: What typical stereotypes do you face based on your gender being on this   seat?

    Participant: Women are emotional, hasty, and less practical. They can't handle money matters and people tactfully.

9. Interviewer: What is impact of being principal on family life?

    Participant: Family is badly ignored due to unprecedented commitments, late sittings for tasks assigned.

10. Interviewer: What are the positive aspects of being principal based on you gender?

    Participant: Females are better managers, caring as mothers for the students, always striving for betterment of own institution, best planners and successful executives.

11. Interviewer: What are the negative aspects of being principal based on your gender?

    Participant: Negative aspects include extra committed life. to face conspiracies inside and outside the workplace.

12. Interviewer: What are your thoughts regarding women's access to power and leadership?

    Participant: Women must be given due share in all spheres of life. There are examples in our country where women at top position are doing far better than men, they are least influenced by others position, and follow meritocracy in true letter and spirit. That is why they face many odds.

13. Interviewer: How do you perceive yourself as an educational leader?

Participant:	I am passionate and devoted to my job. I am a trainer, guide and work near to perfection and expect the same from staff.

14. Interviewer: Do you think males can be better principals than females?

Participant: No, they can't be. Males take this job as part time, come into this profession accidently, mostly not by choice.

15. Interviewer: Are you given due representation in tasks related to policy making and

procurement?

Participant: Yes! As I am a member of academic council. My opinion matters.

16. Interviewer: How would you describe your organization's culture?

Participant: It is progressive yet needs a lot to improve upon.

17. Interviewer: What are some barriers that you have experienced during your career development?

Participant: Personal life issues have often stopped from grabbing the opportunities in career development. I am a mother and wife. There are family expectations which sometimes do not allow to avail good opportunities and batter prospects but I don't have any regrets as I availed the most of what I have.

18. Interviewer: Do you believe that women are equally represented in top leadership positions as men?

Participant: I think yes, women are leaving men behind at many forums.

Interviewer: What about your organization?

Participant: Well, if I look at my department top management, it has mostly males appointed at director positions but at institutional level females are leaving males behind.

19. Interviewer: Do you feel that gender stereotypes affect women's professional development? Explain

Participant: Yes, they do. Societal norms and so-called values are a big hinderance at times, whether it is related to studying in coeducation institutions or opportunity of working in banks at top positions.

Women often have to sacrifice a good career opportunity due to these stereotypes.

20. Interviewer: How might an organization's culture contribute to promoting gender stereotypes? Explain.

Participant: Organizations don't contribute in promotion of stereotypes.it is on the part of society's norms and false values.

<u>F2(NM)</u>

Interview Response

1. Interviewer: What is your opinion about females as educational managers?

   Participant: My opinion about females as educational leaders is that generally female educational managers are hardworking, they are dedicated, then again it depends on the sector like the experience which I had in private setup and the educational managers which I have seen in private setup, they were more … they were qualified…. more dedicated, hardworking and very clear about their job description, however, I could sense that as far as financial management is concerned, I have seen that both sectors, in public and private sectors, somehow women- female educational managers are not very good and active at financial management. And again, when it comes to taking some hard decisions, I have experienced that in both the sectors, female educational managers are reluctant to take hard and tough decisions.

2. Interviewer: What is your opinion about males as educational managers?

   Participant: My opinion about male educational managers… again it varies from sector to sector, from level to level… In private setup educational managers… very less educational managers, I 've experienced in private sector…in public sector yes, I have seen, I have interacted with a lot many male educational managers… I found them qualified but they are not very hard working... not very hard working because I 've seen that apart from their duties as educational managers of an institute, they are committed in some other places also… and like people are working as teachers or as trainers somewhere else or they are working as lecturers in some universities and colleges as part time workers. And males again, financial management is good, as far as male management is concerned but I have seen the stark reality is that the educational managers at secondary level, they are OK but the male educational managers at primary level and middle school level

    …. Majority I have seen they are not good at in running the schools, in the up-keep of the academics and I strongly believe at this level, at primary and middle school level, the schools should be headed by the female educational managers instead of male educational managers.

3. Interviewer: What difficulties do you face while executing official tasks as female?

    Participant: Yes, there are certain difficulties which I face as I have told you that since I have spent a lot of time with private sector. In private sector, executing official duties issues were different but right now the basic issue which I face is with financial management. I have been writing to my department to facilitate me in terms of training… so far, no good training has come as far as financial management is concerned because financial management is very different in public sector schools as compared to the private sector. Here budgetary aspects and domains are very different so I face problem in executing the tasks which are purely related to budget.

4. Interviewer: How do your teachers perceive you as principal?

    Participant: The teachers have high regards for me because they know that she has an extensive experience and background knowledge also and she is a good academician as well and more over they regard my hard work and my diligence and more over my vision to transform this school into a good school. So, they perceive my role as a principal in very positive terms.

5. Interviewer: How do the parents/ general public treat you as principal?

    Participant: The parents have, since I am located in a rural school and parents generally, they are very respectful towards the teaching staff including the principal. They have high regards for the school management and specially if I look at my role, that parents have really high regards for me because they consider and they see that after a very long time, somebody has come to this school somebody who is genuinely interested in the uplift of this school, somebody

who is genuinely interested in the uphold of the academic standards because I am closely working that the results of my school especially the outgoing classes should improve, class 5th, and class 9th and class 10th and the parents also .. they see it and they feel it and one important thing is that they have high regards because previously students used to sit outside in my school because of lack of building facilities, lack of accommodation but now Alhamdulillah! the building has the capacity to accommodate thousand plus students. So, parents and general public, my SMCs, school management committee, other people related to school because in public sector one can imagine that… a lot of political influence is there, like local counsellors, they often visit the school so they also have high regards for this aspect of mine that I am genuinely interested in the uplift of the school in all the aspects .. in academic and non-academic aspects of the school.

6.	Interviewer:	What challenges do you face as female on this post? How do you cater them?
	Participant:	The biggest challenge when I came here was getting myself adjusted because I have a very different background and the things are very different here so it was really a challenge for myself to….not to unlearn but to keep the old learning at a side for some time and get to learn new things. This was the challenge and then the school was actually; it was a very old school. This school was there since 1952. It was established as a primary school and then got to the middle school, then secondary school and most of the teachers are really old. They are very experienced and taking people out of their comfort zone and asking them to work, it was a big challenge. Then I wanted to implement some of the good teaching strategies, some of the good aspects of my previous experience here that was a challenge for me and in government sector teachers are not used to of that documentation which private teachers are used to so it was a real

challenge because at the same time my department also wanted us get things documented. So, documentation was one biggest challenge which I had to get out of teachers. Then, for example lesson planning and introducing formative types of assessment, this was also the biggest challenge. The teachers were reluctant to do this. Then Classroom decoration, close liaison with the parents, and more over IT, IT was biggest challenge catering to the IT needs because when I joined, Jazz Smart Project, it came into the school, it was introduced in all schools of FDE and we were also supposed to launch it in our school. The teachers were reluctant to do it because they were not very handy with the use of IT gadgets, so, the reluctance came over and how do I cater these problems? No. 1 is training, capacity building of the teachers which I could do on my own level, providing them with the skill set with the required knowledge and required training which they must have in order to cope with the new things. Learning, and I used to work closely with the teachers myself. Then I took my IT teacher on board and me and my IT teacher together, we had, we organized workshops for out teachers. I involved my department also and sent few of my teachers for the training. Language was another barrier because I wanted, since students and teachers had problem in subjects related to English and the only key and remedy is the teachers should speak in English, they should get used to English as a language. That was also a biggest challenge. And how do I cater with them? That I asked them no, I do not understand any other language and during the school hours lets try to talk to each other in English, Slowly and gradually, it came as a very gradual thing that slowly and gradually they got used to it. With the help of capacity building, with the help of identifying their needs, and then analysing their needs, needs analysis was done and based in that needs analysis, capacity building was done, workshops were given to the teachers. In-house training was organized. On spot training and

help was given to the teachers and we asked the teachers to get themselves enrolled for online learning also and I appreciated that and mostly what I did that I, actually, I had some money from honorarium, the annual honorarium which is given to the school. I gave it to those teachers who were really, really working on improving their skill sets. This actually went a long way out to motivate the teachers and very positive feedback from my side also went out to them and then at the end of the year when we hold this prize distribution ceremony, we gave dedicated prizes to the teachers who were building on to their capacities and they were working out of the way in getting themselves updated regarding different IT gadgets and they were doing online courses, they were opting for workshops so they were appreciated.

7.	Interviewer:	Did you ever feel being discriminated based on your gender? How?
	Participant:	Yes! I felt discriminated. Again, I will be drawing a comparison between both the sectors. In private sector, I did not feel a lot of discrimination. Most probably, the reason could be that I was placed in a system which was female oriented system- Beaconhouse School System- where, very few men were there. And mostly it was female dominant, female oriented organization, so probably this was the reason that I never felt discriminated but since I came to the government sector, discrimination is there. And a little example I give, like for example, when it comes to the training side, and I have felt many times that my manager, my immediate boss, he prefers giving those training opportunities as a trainer to the male counterparts as compared to me, although, he understands and he realizes that I have a potential, much better potential than the male counterparts and male head teachers and educational managers but somehow, he is always of the opinion that men come first and they should be, they are better trainers and they should be in the training section and they should be there more. So this is one such thing

which I felt discriminated against secondly I felt that once there was an inquiry going on and, initially, my name was there but, it was deleted just because of the fact that the place where inquiry was supposed to be held, is far off and being a lady, I wont be able to commute and my consent was not taken, and but, I was denied of that opportunity just because being, that I am a female, I wont be able to commute. So, commuting…. and then at times working on weekends, may be for example, I can recall for an event which was scheduled on Sunday and my educational manager, he did not ask any female head to join, instead he, took two to three male heads along … so I feel that in government sector, alloy of discrimination is there based on gender.

8. Interviewer: What typical stereotypes do you face based on your gender being on this seat?

Participant: As I told you that I am located in a rural school, the setting is rural and still a lot of stereotypes are there. Stereotype thinking is there and stereotype aspects are there. For example, one example which I would like to quote is that women are supposed to be not very good at negotiation and they are unable to put their opinion across, so one such example is that in my school, the next, my neighbour is a boys school and many years back, three four rooms were actually included from boys school they were given to my school before my joining and they were made part of my school because girls were sitting outside and boys had a lot of space so Dr. Fazal Chaudhary, he was, at that time he was minister. He came over because news went to newspaper and he came over, he gave three, four rooms from the boy's school. Now when government gave us our own building and a lot of construction was done in my school and I had to, I was asked to give back those rooms to the boy's school but giving those rooms back to the boy's school means that bringing the girls outside that was not acceptable and in this scenario, everybody wanted that I

should be behaving submissively and quietly, I should be handing over rooms to the boys school but on contrast what I did that, took it up, I took the matter up with everyone, my line manager was not very happy with my step of crossing him and going to FDE directly, but I went, I went to see DG Sb and explained to him that sir if I give rooms back to boys school, it means that girls again will come out and they will be forced to sit outside in the ground which is not acceptable but slowly and gradually yes the problem was solved but during this problem. I had to solve a lot of these problems. I had to feel, I had to bear up the grudge of my line man manager which at times, I mean it used to bring tears in my eyes because I was totally working for my students and there was no benefit which I want to extract but still I was seen as a person probably with, that I have some negative means, some negative intentions and then the clerks, very famous body that, clerk is king … same situation, in previous headships, the heads which were there my predecessors, they used to heavily rely on the clerk. I didn't use to. With this and now when there are meetings with SMCs, I had to make my clerk realize that you are a clerk and you are not a school head. I only need you when clerical stuff is required and do not poke your nose in the affairs of management. He took a year or two to understand it. But now mashallah, the things are slightly better because at times you have to put your foot down. At times you have to listen also. But most of the time you have to give your opinion and you have to say no that this is not the way and this is actually the right way of doing things but once you do it, be ready to face the grudge.

9. Interviewer: What is impact of being principal on family life?

   Participant: One thing is that once you are heading the institution, you are 24/7, your cell phone should be on, it should be active. You should be actively receiving the calls. And whenever you are called, you are supposed to be there. For example, at times on a very short notice of

a day or few hours, the meetings are scheduled and we have to go there and at times, we have to say no to our family commitments, and we have to say yes to our professional commitments. So, this an impact of being a head on family and at time you see, since a lot of responsibility on your shoulders. Yes, may be, you are not working manually, but psychologically and emotionally, the ultimate responsibility lies on your shoulders and unease lies the head that wears the crown so since you are wearing the crown, so that unease you have to face also and at times your family also has to face. Its very delicate and at times sensitive and difficult to balanced both the aspects. But again, I would say that its pretty easy in government sector but its very difficult to keep the balance in private sector. And ones working in the private sector, the family life suffers a lot but it suffers less when you are in a government sector.

10. Interviewer: What are the positive aspects of being principal based on you gender?

     Participant: Self respect is there, sense of accomplishment is there, ownership is there, you get to know more people, you interact with more people, your communication skills develop, your social skills develop, you develop as a decision maker, as a negotiator, as a manager, and these are the skills that you can only learn once when you are in headship capacity.

11. Interviewer: What are the negative aspects of being principal based on your gender?

     Participant: Since you are a female, if any fights breaks out than probably you are less able handle it than you need to call in help from men side. This is one aspect, then again as I mentioned that for financial management, you have to rely on men side. Maybe you can 100% manage your academics by yourself but than for financial management, you need to consult somebody, your clerk may be or a senior male head you have to consult.

12. Interviewer: What are your thoughts regarding women's access to power and leadership?

Participant: I would like to give example of Hazrat Khadija here. She was a business woman and 1400 years back, she set the example of women leadership and women access to power and our history, Islamic history, world history is replete with examples where women had been getting access to power and leadership and they had been very instrumental, they had been very useful and very positive in using that power and leadership which was conferred upon them so I am all for women access to power that yes power should be given to them, leadership opportunities should be given to them. There is no discrimination based on gender and based on other differences. And if we look at Khutba-Hija-Tul-wida- the last Khutba of our holy prophet, He categorically stated. Khtba-Hija-Tul-Wida very clearly states that there is no discrimination based on gender and based on colour, race, ethnicity, nationality, only one aspect which is there in the eyes of God is piety that who so ever is higher in piety, is the superior, rest these things are not superior as far, question No. 12 the thoughts are there.

13. Interviewer: How do you perceive yourself as an educational leader?

Participant: I see myself as somebody, first of all with a vision, with a concern, and a very genuine and a very pure concern for my school, for my teachers, for my students and as I told you that people regard me as a blessing in disguise and they say that we have not seen such type of educational leader in our school and you are a blessing, since you joined in a lot of good things have come-up and a lot of good things have been happening, it just because of you. I told you that I suffered a lot during this time. Suffered the grudge from my line manager and from my colleagues also but one thing which I had in my mind was that the school should be a good place for students. It should be a comfortable place…. It should be a place that children should

proudly attend to and the teachers should feel pride and at least basic facilities should be given to the students and to the teachers. So, I see myself as an educational leader, somebody who is committed, somebody who is hardworking and if you see even during this COVID-19, we are working from home, but still we have concerns. Although, I do not go to school quite often but after two, three days, I call-up my school. I talk to the guard, I talk to my Niab-Qasid who stays there and I inquire and till the time I used to go and I could manage going outside and manage going to the school, I used to go and I see. So, I mean it shows my concern as a leader of the school.

14. Interviewer: Do you think males can be better principals than females?

    Participant: Absolutely not! That the males can be better principals as compared females based on gender. Gender has nothing to do with your responsibilities as a principal. As I told you that if you look at the setting of primary schools and middle schools, yes! I feel that females would do a better job as compared to male heads because that is the level of the students when students need more of a motherly attitude and less of a manly authoritarian attitude. So, if females are deputed in primary schools, maybe they would be doing their job much better. But female principals in secondary schools and college setting and university settings, they can do a wonderful job and at no point I can feel that sexual orientation has any input as far as your job as principal is concerned. Both can equally do their job very well and it all depends on your vision, your knowledge, your qualification, and your objectives moreover and your level of commitment, your level of dedication and understanding.

15. Interviewer: Are you given due representation in tasks related to policy making
   and

    procurement?

    Participant: They are two different things. Procurement, since I am in a school setting and procurement is purely our own responsibility. Me and my

teachers, the purchase committee, we do it. Its hundred percent due representation we have. Policy making is something very high which is the prerogative of the Ministry of Education and the department. So as far as policy making is concerned, so far very less input from my side has gone there but in two three things for example I told you that once I worked for…... Policy making in terms of if you say the content development of training sessions, yes, my input was there. And now, like we worked for tele school, my input was there. We are closely working with English National Curriculum and bringing it in line with tele-school that relates to the policy. So input is there.

16. Interviewer: How would you describe your organization's culture?

Participant: FD Federal Directorate of Education, it follows the culture which is gradually evolving and one can see women coming up and women joining. I can give you an example, two years back, three directors were hired through FPSC and two were male and I was female and my own badge-mate, she is also working as deputy director. I know one of the directors. She is the principal cum director. She is working as a director and they are working quite well. I know these three four ladies; they are working at a good position. So, it shows that the culture is gradually accepting the input from female side and…. But still again if you see that if you look at the meetings which are held at AE level Area Education level, in the rural setting, still that stereotypical aspects are there that these are ladies that they cannot do a lot of work and these are men, they should be more part of the committees and all the outdoor work and all the hard work which requires something dexterous or something hard aspects are there or a lot of monitoring or the fieldwork is there or once you have to commute somewhere or go somewhere then in rural settings, I still feel that men are preferred. But if you look at the urban side, I have seen that the heads are at equal place and power and there is no discrimination as such.

17. Interviewer: What are some barriers that you have experienced during your career development?

    Participant: There are two aspects of the question. My career which is very extensive which is from a private sector. The barriers which I felt were there was that my management was not ready to give me that raise or give me that high pedestal which I actually wanted for myself and that is probably the reason I had to switch over or switch the job. That is the only reason, which I feel that was the barrier. For example, they still felt that probably I won't be able to manage a full fledge school keeping myself in a private setting, whereas, in public sector, I am managing a full fledge school. It's a heavy school with thousand plus students and teachers. So, I am managing well for past two years. So... these are some of the barriers because there my higher ups used to think that she is too young to take over this responsibility. Whereas, here, I have this responsibility and I am coping up with the responsibility very well.

18. Interviewer: Do you believe that women are equally represented in top leadership positions as men?

    Participant: Of course not! In Pakistani scenario still at top position, you see its male dominance. It very vivid, its very clear, its very open and one can see that its not equal representation in top leadership positions in every department or in every institution or in every aspect of life.

19. Interviewer: Do you feel that gender stereotypes affect women's professional development? Explain

    Participant: Yes, it does! That once if you are not given the professional opportunity which you think you are eligible for and men get that just because they are men, of course it is going to affect your professional development. For example, as I already told you that for example there is some … some meeting or some another opportunity is there, or any inquiry is going on where you have to commute to the far flung areas, its again capacity building thing but you are denied the

opportunity that you are woman that it would be a problem for you commuting and dealing the people there. So these things, they deny career development for you.

20. Interviewer: How might an organization's culture contribute to promoting gender stereotypes? Explain.

Participant: Organizational culture. It heavily contributes in promoting gender stereotypes as I told you. In Pakistan now things are quite changing. They are evolving but the evolution is very gradual. It's very less and its very gradual. It needs to speed up. May be in coming years, it develops but if you look at this organizational culture, it has an effect on promoting gender stereotypes. The way higher-ups see the role of women, the same- their vision, it gets translated into practice and the same positions are given to the women. If higher-ups feel, there is no difference based on gender, automatically you will see more women in position of leadership and power and if higher-ups they think that no women are of secondary position, they are weak, they cannot do what men can do, of course this thinking, this culture is going to be transmitted in departments, in the life and in policies also and in giving and extending career opportunities to the women.

F3(RF)

Interview Response

1. Interviewer: What is your opinion about females as educational managers?

   Participant: Female managers are better managers compared to male managers. They are keen observer. Their lever of interest is comparatively higher. They value minute things. The way they maintain their homes, the budget or they take pain in providing every facility to their kids, the same way female managers mostly run their schools the same way. On the contrary the male managers are little careless. The schools of female managers are found more maintained compared to male managers.

2. Interviewer: What is your opinion about males as educational managers?

   Participant: Male managers takes less interest and they are a little careless may be because of their family responsibilities. You must have seen it at home as well that a little carelessness is a part of their nature. The same difference I have observed in the school's management of my surrounding that the schools which are being headed by male managers are not disciplined compared to the schools headed by female managers and they do not care in majority of the matters as females do. I mean they don't take tension of any matter this is the reason they are not good managers.

3. Interviewer: What difficulties do you face while executing official tasks as female?

   Participant: As a female manager, we do face problems because its male dominating society. When you tend to do some management related work, your dealing is mostly with male members. Not everybody is bad or good but it is obvious that females face a lot of problems in every matter as wherever they go even to an office for any matter, they face many hurdles and are more likely to be exploited by people no matter how minimum the level is, they face it to a certain extent. Their work is being delayed or they are called again and again.

Moreover, if you are dealing at the school level, even then you need to be a little more careful being a female compared to males.

4. Interviewer: How do your teachers perceive you as principal?

   Participant: Basically, this question is more related to my teachers. They can better answer it. But as far as I understand that my teachers consider me very kind and compassionate towards their personal issues. I sometimes do the effort in catering their issues even if I have to go out of the way for them but only for those who are hardworking. I try to be compassionate to all of them but I try my best to solve the issues of those who are hardworking, who are honest and good workers compared to those who are not. This is how I make others realize that their survival lies in honest work. You can say that I have a moderate personality and at the time of work, I don't compromise. I clearly state my targets to them which I need to achieve but considering their problems, I don't become rigid.

5. Interviewer: How do the parents/ general public treat you as principal?

   Participant: Since I am working in public sector, it is my opinion that people give a lot of respect. As you respect others, in return they respect you back. I try my best not to become harsh with public. There are few rare cases when parents who have issues with the progress of their children, they try to intimidate the heads but in majority cases they give a lot of respect.

6. Interviewer: What challenges do you face as female on this post? How do you cater them?

   Participant: Being a female on this position, I have to deal with public and face their eyes. At times, it's hard to manage dealing with uneducated people especially in procurement projects. I try to be strong and confident to deal with them.

7. Interviewer: Did you ever feel being discriminated based on your gender? How?

   Participant: Yes! At times we feel discriminated based on gender especially its very common in a male dominating society. It is my personal

experience that no matter how lower level employee is there, if you go to them for work, they do discriminate females from males based on gender. It happens. When you go to different offices for official work, they try to make you go there again and again unnecessarily especially being female, if you don't give them due attention or protocol. They deliberately try to create hurdles, put you in defaulter list so you need to go there again and again.

8. Interviewer: What typical stereotypes do you face based on your gender being on this seat?

   Participant: Usually I tend to hear such comments that she is over confidents and proud, she has a very high opinion about herself, she takes advantage of being a woman. Stereotypes like she is very over confident and she is trying to impress others not on ability but on looks etc.

9. Interviewer: What is impact of being principal on family life?

   Participant: It does not have that significant impact on family life. I personally believe when you are managing things both at institutional and family level, you tend to become more efficient manager. At times I feel that I have been given a lot of value at family level for being on this post but at time I have been mocked at for being assertive and exercising authority at home and labelled as being principal even at home. I don't feel it has any bad impact on family life.

10. Interviewer: What are the positive aspects of being principal based on you gender?

    Participant: The positive aspect of being a female manager is that I have an edge being a female. Females are good home managers so they can manage in a better way at school level. I have a better insight to the psyche of children being a mother and I am also dealing with children at school level; hence I can deal them in a better way.

11. Interviewer: What are the negative aspects of being principal based on your gender?

Participant: The negative aspect is that sometimes I have to give more time to my school and office due to the responsibilities and my family and home gets ignored. I don't feel there is any other negative impact of it except when I have to give more time to my school.

12. Interviewer: What are your thoughts regarding women's access to power and leadership?

Participant: I personally believe that a female should be powerful and given access to leadership. In our social setup women are not given due representation at higher management places mean while those who endure social pressures and rise up to higher place go through a lot of difficulties. There should be more access.

13. Interviewer: How do you perceive yourself as an educational leader?

Participant: I do not want to underestimate or overestimate myself as an educational leader. I believe there is always room for improvement and learning. I always try to prove myself as a good educational leader. Being human, we tend to commit mistakes but I try my best to do the given task with properly. I try to keep my students, their parents and teacher satisfied. I try my best to take adequate work from them based on their abilities.

14. Interviewer: Do you think males can be better principals than females?

Participant: I don't want to say that males are bad managers but overall, according to my assessment they are not so good managers. In few cases, they are better then females especially while dealing in financial matters, I feel that they can deal these matters better than females. Overall, I will rate females as better managers compared to males.

15. Interviewer: Are you given due representation in tasks related to policy making and

procurement?

Participant: In policy making, we have no role as all the policies are sent by higher administration. In procurement yes! We have been allocated certain budget which I manage on my own.

16. Interviewer: How would you describe your organization's culture?

Participant: In my organization, the setup is basically male dominating. Women are respected a lot but males are given more value compared to women.

17. Interviewer: What are some barriers that you have experienced during your career development?

Participant: I never intended to be in education set-up initially. I always wanted to be a banker after ding MBA. But I have to shape my education according to the choice of family as no once liked the women in bank job in our family. I ended up doing masters in economics and adopted this profession as it is respected a lot. The point is, in our society, females are not at liberty to adopt any profession of their choice. Even now in this job, I was offered the post of deputy DEO but I did not accept it based on the fact that it's a field related job which is challenging for women to do. It is the environment which creates fear for certain jobs and females like me do not want to adopt such positions even if they are competent for it.

18. Interviewer: Do you believe that women are equally represented in top leadership positions as men?

Participant: No. Women are not equally represented in top management position as men. There are many reasons for it. Top management positions have a lot of social an and political pressures and women are generally scared to be at such positions. I personally did not accept this position myself as I know, it's hard and difficult for woman. On contrary, men are fearless and they perform better at these positions Women cannot take pressure of such posts.

19. Interviewer: Do you feel that gender stereotypes affect women's professional development? Explain

Participant: Yes! they do. I explained it earlier that gender stereotypes affect the personal choices of individuals for a certain career. Even our higher administration underestimates the women capabilities in certain tasks and they prefer allocating them to men.

20. Interviewer: How might an organization's culture contribute to promoting gender stereotypes? Explain.

Participant: The higher administration of a certain organization which is responsible for promoting a certain culture do promote gender stereotypes. They often assume that women are not fit for performing a certain nature of work hence they prescribe fewer female inductions for that post. This is how they promote gender stereotypes.

F4(TJ)

Interview Response

1.   Interviewer: What is your opinion about females as educational managers?

        Participant: Female are more caring but less innovative.

        Interviewer: What do you mean by less innovative?

        Participant: I mean …….ahm…… they do not try to be out of their comfort zone

        Interviewer: What do you thin, is the reason for it?

        Participant: The reason for being less innovative are their limitations not because of the organizational setup, it is because they are usually brought up this way so they could be more passive and less resistant.

2.   Interviewer: What is your opinion about males as educational managers?

        Participant: I personally think that male-heads are more careless and less responsible especially at school level.

        Interviewer: Careless? How?

        Participant: I mean they do not take as much pain as women take. They take every thing as usual and stay calm.

3.   Interviewer: What difficulties do you face while executing official tasks as female?

        Participant: I face difficulty in building related matters.

        Interviewer: What are these matters?

        Participant: I mean the developmental and procurement related matters of school. As a head, I need to take care of all these matters. I feel it difficult because I have to interact with contractors, laborers and other males in field (showed a sign of discomfort). They are not educated. I believe this is not the work of an educational leader to look after such matters.

4.   Interviewer: How do your teachers perceive you as principal?

        Participant: I think I am democratic. I guide them. I observe them.

        Interviewer: What kind of principal you are? What do they think?

        Participant: I am a caring person. They can easily talk their problems to me. I don't feel they are scared. I listen to their problems.

5. Interviewer: How do the parents/ general public treat you as principal?

    Participant: Parents feel comfortable. Being female, they feel it easy to
                      communicate with me. They give a lot of respect and listen to me.

6. Interviewer: What challenges do you face as female on this post? How do you
    cater   them?

    Participant: No Challenge [uttered with a sense of pride]

    Interviewer: No challenge at all?

    Participant: The educational leader gets the leadership position because they do
                      not consider challenges as challenge.

    Interviewer: And what are those challenges you considered not as a challenge?

    Participant: People underestimate you especially when you are new to a position.
                      They keep an eye on every mistake you make. I overcame such
                      hurdles and proved myself.

7. Interviewer: Did you ever feel being discriminated based on your gender? How?

    Participant: No!

    Interviewer: By discrimination, I mean any specific behaviour towards you being
                      a female. Did you ever feel that?

    Participant: I work in [------System] I have to work in a restricted frame. And this
                      is same for both males and females. Usually, when it comes to the
                      allocation of duties from the regional office, they keep me relax. I
                      have not been given difficult tasks. They respect me being a woman.

8. Interviewer: What typical stereotypes do you face based on your gender being on
    this   seat?

    Participant: I don't think I felt any stereotypes. In our society, women are usually
                      less educated. If they get education and reach to this position it means
                      they are strong to stand up against such things. My family take pride
                      in me that I acquired such a position being a girl.

9. Interviewer: What is impact of being principal on family life?

    Participant: There is positive impact on my children. They feel proud and
                      confident. As, my husband is posted away, I manage all the family

matters alone. Sometimes I can't give proper attention to my family but it is the part of the job.

10. Interviewer: What are the positive aspects of being principal based on you gender?

Participant: I am caring and motherly toward people. In return I get a lot of respect. The higher administration is usually compassionate towards me. I have not been called unnecessarily for meetings and I have not been allocated difficult tasks.

11. Interviewer: What are the negative aspects of being principal based on your gender?

Participant: Non……. I mean, I have proved myself worthy of this seat and worked hard. At times, I felt there are less expectations from a female as they do have family issue to cater but I am managing very well.

12. Interviewer: What are your thoughts regarding women's access to power and leadership?

Participant: I think female can lead. They should be given more access to leadership position especially in primary schools, all the heads should be female as they are warmer and more compassionate towards students.

13. Interviewer: How do you perceive yourself as an educational leader?

Participant: I am a good educational leader.

14. Interviewer: Do you think males can be better principals than females?

Participant: I don't think so. Especially at school level. I believe females are far better principals than male.

15. Interviewer: Are you given due representation in tasks related to policy making and

procurement?

Participant: Well……I have usually not been given due representation in such matters. Not because I have not been given an opportunity. It is because I personally do not have interest in such matters. There are female heads in our department who are participating in such matters

but, as far as policy making is concerned, we are all bound to follow the higher administration. They make the policies and we implement it. Irrespective of gender we all follow the policies which are decided by higher ups.

16. Interviewer: How would you describe your organization's culture?

Participant: At institutional level, the environment is quite comfortable. There is no leg pulling.

Interviewer: What about the organization in general?

Participant: Well … the system I work in, has a very strict (conservative) environment. There is a strong communicative gap between the male and female heads but I feel comfortable and confident talking to all of them. Work place politics and leg pulling is present everywhere and that is irrespective of gender. I feel women have given me more hard time compared to men. The reason for this is that there is a gap between gender. We have separate schools for girls and boys. Females are more likely to interact with females compared to males.

17. Interviewer: What are some barriers that you have experienced during your career development?

Participant: I faced many barriers. When I was given a position of principal, my kids were small and my husband was posted in another province. I used to live alone. I was often been a target of harassment by people in general. They also tried to judge my character as I was living alone. I didn't have my car at that time and I used to take walk and public transport to reach at my work. I often wore gown/burka and people judged me as I did not belong to an affluent family. There was one particular male head, who asked very uncomfortable questions regarding my relationship with my husband. I was often judged as arrogant and dominating woman who is more career oriented and less family oriented. Though my relationship with my husband is very good but people gossiped about our living arrangements and living apart because of job….. I also faced leg pulling which was usually

inflicted by female colleagues. There is one particular incident which disturbed me a lot. The husband of one of my subordinates harassed me due to a work-related conflict at my institution. At that time I felt the need of moral support from my husband or male family members. I felt unprotected…..but I overcame all these hurdles and proved myself.

18. Interviewer: Do you believe that women are equally represented in top leadership positions as men?

Participant: Not at all…… If I look at my organization, majority of the teaching staff is female. Even the ratio of female principals is equal to male principal and probably more than them but if I look at the regional offices and head offices, I cannot think of any female general staff officer or director who is female. Even the administrative staff that is deputed in such offices is all male.

19. Interviewer: Do you feel that gender stereotypes affect women's professional development? Explain

Participant: Yes I do…. But its affect is more psychological. In our department, promotion is done on seniority and against fixed seats that are separate for males and females. Hence, there is no question that some one could take my turn of promotion but I often feel, I have been given less opportunity to grow as professional and according to my potential. I have often been underestimated as woman especially when it comes to important decision making.

20. Interviewer: How might an organization's culture contribute to promoting gender stereotypes? Explain.

Participant: Well an organization can be a production machine of stereotypes. The over all dealing of higher administration is gender-biased. There is a general perception that women lack the understanding of complicated matters hence, they should be restricted to academic related tasks. Such attitude can promote gender stereotypes which

can restrict the professional development of many female heads who are truly capable of handling all sorts of such issues.

<u>**F5(SA)**</u>

Interview Response

1. Interviewer: What is your opinion about females as educational managers?

   Participant: For educational management, females are more appropriate as we have every type of students. We have coeducation in institutions. We have both girls and boys and we have kids of primary level and males are totally unable to understand their psychology.

2. Interviewer: What is your opinion about males as educational managers?

   Participant: I am saying this that males are not good appropriate educational managers in my point of view. The reason for this is that in our educational setup, we have more females (staff). Female teachers have so many domestic issues and medical problems or any other issues. Females teachers cannot share such issues with male heads openly and neither they can understand them. Mostly the parents of our students who come for parent-teacher meetings, mostly their mothers come to school. Males heads cannot openly discuss the issues of students with mothers and neither the mothers can tell anything openly to them as well. They cannot give a better solution to their issues. So, I personally think males should not be educational managers, only females should be.

3. Interviewer: What difficulties do you face while executing official tasks as female?

   Participant: No, Alhamdililah (with the grace of God) I have never felt any difficulty. I have always been a tom boy since I was a kid. My father never used to call me a daughter. He always called me his son. So, I never had felt that being a female, I had some issues Alhamdulilah (with the grace of God). My clerk was also a female and I never left any work to her. I always did the work myself.

4. Interviewer: How do your teachers perceive you as principal?

   Participant: They like me a lot. Ninety five percent people are in my favour. I take care of my class fours (allied staff). I also entertain them with

tea when they do good work. For teachers it's not frequently possible but with class fours I always pay for their tea daily from my own pocket.

5. Interviewer: How do the parents/ general public treat you as principal?

    Participant: They always treat me with respect.

6. Interviewer: What challenges do you face as female on this post? How do you cater   them?

    Participant: No, I have never felt any sort of challenge while being on this post. Even if I felt any challenge, I always share it with my husband. He is my complete mentor. He guides me a lot. I depend on him also and he guides me correctly. This is the reason so far; I have not felt any challenge which I have to face. Alhamdulilah (with the grace of god) I always manage to do it.

7. Interviewer: Did you ever feel being discriminated based on your gender? How?

    Participant: For example, right now any work which has been given to me, I have done it with a lot of responsibility. Even we stayed up late nights till 11 pm and because of this, we were given more work to do. I am in a certain age that now, I don't have any domestic issues from family side, even I have been allocated more work, I have never faced any issue in doing it. I have managed it well.

8. Interviewer: What typical stereotypes do you face based on your gender being on this   seat?

    Participant: No…. never felt any such thing that based on my gender I have felt any such thing on this seat.

9. Interviewer: What is impact of being principal on family life?

    Participant: Hmmmm. Family life have no doubt been very disturbed. At times we have to ignore our kids. We have to neglect our kids and as an administrator we tend to be more assertive at our homes as well. It becomes our habit to talk assertively and we are reminded again and again at home that is not your school and you are not its principal. Its home. It becomes our habit and at times we are doing the same things

at home which we are doing here. Like these days we have been doing thorough cleaning in our home and re arranging and I give instructions that this thing must be done that way, then I have often been reminded again and again that we are not your class fours (said it laughingly)

10. Interviewer: What are the positive aspects of being principal based on you gender?

    Participant: The positive aspect is that we are all in all in our schools. In this regard all work which has been authorized to us including the financial power and teaching in terms of academics, we can exercise our authority to do it the way we want. Females manager always look towards their institutions the way they see their home. They can easily assess the needs of students and the things that are needed for them like washrooms, water points, cleanliness or even the location that which this needs to be placed where…... all the aspects, as females are managing their homes and taking care of it, the same way they look after their institutions. No matter we have boys or girls in our schools as we have children of both gender at home, we know their needs better and what kind of environment we need. Who so every the teacher is, we understand their psychology better especially with the grace of god I am good at understanding the psychology of my teachers as well. I can tell what type of person she is and what is her level and what type of class or what type of work should be allocated to her. I allocate the extra duties to her accordingly.

11. Interviewer: What are the negative aspects of being principal based on your gender?

    Participant: The duty hours… we can manage the duty hours well during the allocated time in which we can look after our institutions fully but the draw back is hence we are required to work after duty hours, I am unable to give time even if I want to visit my school at night just to watch over, I cannot do it as males can do. They usually stay outdoor

most of the time and they pass by their schools they can easily do that but we being female cannot do it. It becomes difficult for us to give time after school hours. Similarly, if there is some maintenance work is going on like roof treatment, we cannot do it as efficiently as males do.

12. Interviewer: What are your thoughts regarding women's access to power and leadership?

Participant: In terms of educational leaders its fine…. But there are certain departments and professions like in civil services, if women go in such fields, they face a lot of difficulties at top management positions. They are unfit for such positions. Male are more suitable for such positions.

13. Interviewer: How do you perceive yourself as an educational leader?

Participant: I consider myself efficient educational leader.

14. Interviewer: Do you think males can be better principals than females?

Participant: Not in education. In education department females are more suitable. Males are not. There are many other departments in which they more needed. In such departments females, fail to work and there males are more suitable but in education, females are more successful.

15. Interviewer: Are you given due representation in tasks related to policy making and

procurement?

Participant: In procurement related matters, in our department, females are always kept in back. The way RDC (Regional Developmental Committee) is formulated, and whenever there in tender related work announced, there have been very scarce instances that females have been there but in policy making, they always include females.

16. Interviewer: How would you describe your organization's culture?

Participant: If we look at institutional level, females are in majority but if we look at higher authority or directorate level, its always male oriented. All

are males who have occupied seats there. We hardly see any female there. At higher authority level, we have no voice. No representation.

17. Interviewer: What are some barriers that you have experienced during your career development?

Participant: No! I always wanted to be in this profession and I have felt no barriers in my career development. I have never felt that being female has created any hurdles in my professional development.

18. Interviewer: Do you believe that women are equally represented in top leadership positions as men?

Participant: No. Women are not equally represented in top management position as men. These things are not in our control. It is in the power of government that top managements positions are being given to them. They are not given to females.

19. Interviewer: Do you feel that gender stereotypes affect women's professional development? Explain

Participant: No…. I have chosen this profession willingly. I had no pressure in choosing this profession. So, with the grace of god, I never felt any stereotype could affect my professional development.

20. Interviewer: How might an organization's culture contribute to promoting gender stereotypes? Explain.

Participant: I believe no work is restricted to any specific gender. Women can also do certain works. Its not restriction that the work which is usually associated with male will only be done male or the other way… both can switch positions but not in our organization. In our organization the things that have been fixed for males and females, they are only given those responsibilities. They don't want change or switch this situation as it may ruin their setup.

F6(TJ)

Interview Response

1. Interviewer: What is your opinion about females as educational managers?

   Participant: In my opinion, female educational managers are as competent as the males are. They, mostly, tend to be more sensitive about the matters related to teaching learning processes, academic and psychological needs of the learners and   well-being of the staff under command. They are compassionate and accommodative. Female managers are hardworking and passionate to rise to the best level of achievement.

2. Interviewer: What is your opinion about males as educational managers?

   Participant: Male educational managers are qualified but not as much hardworking as the female managers are. Most of them are of the nature to take things easy and like to work in an easy-going mode. They are not as much compassionate towards their staff and like to be strict, sometimes, over burdening the members of the staff. They are not very much ambitious like female managers to work day and night to reach the excellence. They have a good command and control over various administrative matters with a strong decision power.

3. Interviewer: What difficulties do you face while executing official tasks as female?

   Participant: As a female, handling male staff and age wise very senior staff members is sometimes quite challenging. Male staff seems to be less motivated and passionate to come out of their comfort zone. Most of them like to work at their own pace and resist change in their normal routine. On the other hand, the age wise senior members, especially females, don't like to be given difficult tasks. They feel happy when the normal routine stuff is carried out but are uncomfortable when extra or challenging tasks are assigned to them.

4. Interviewer: How do your teachers perceive you as principal?

   Participant: The teachers cherish a positive and respectful place for me. They consider me to be a principal with constructive approach and aiming

at the well-being of my staff. They feel that the work environment is very peaceful that helps them to do any assigned task very easily and properly. They enjoy working in an environment conducive to collaboration and team work.

5. Interviewer: How do the parents/ general public treat you as principal?

Participant: The parents have a good opinion about me as a principal. They feel free to come to the office to resolve any confusion or issue faced by their child. They believe in my accommodative behaviour and a good public dealing as my strength. They have the confident that any issue brought to the notice of the principal is listened to and resolved for sure.

6. Interviewer: What challenges do you face as female on this post? How do you cater them?

Participant: The very first challenge for me as a manager was to build a good rapport with the age wise senior members of the staff who were lower in rank to me. Being directly appointed as the head of institution, the aged members of the staff looked down upon my calibre and took me for granted. Gradually, I developed a sense of security to those staff members that they will always enjoy their rightful position and their due rights will never be usurped. And there was a time when were convinced of this good gesture and became productive members of my team afterwards.

7. Interviewer: Did you ever feel being discriminated based on your gender? How?

Participant: As far as my experience is concerned, I never felt discriminated on the basis of my gender. The male members or counterparts I worked with, have always been appreciative of my potential, supportive and helpful to me. They gave me my due regard and never get me a feeling of being discriminated.

8. Interviewer: What typical stereotypes do you face based on your gender being on this seat?

Participant: While dealing with public, sometimes it is observed that the males try to be dominant considering the female principal to be weaker. They give the impression that they have more power and links to intimidate the female manager in order to fulfil any of their request regarding admissions. Sometimes, the husbands of the female staff members try to bully when something unpleasant happens. They try to interfere official matters and force others to behave the way they want female principals to. Basically, even finding a woman on a better position than them and having more powers to exercise, the males feel that they can intimidate the female on the basis of her being a lady and try to build pressure.

9. Interviewer: What is impact of being principal on family life?

Participant: A principal has lots of responsibilities and matters to look. I feel that I have no time left for my social life and all the time, physically or mentally, I am engaged to perform certain tasks. I am a source of pride for my family, specially my parents. But I find very little time for my family. I am able to fulfil my official responsibilities only with the unending and selfless support of my family. It's a matter of coordination. I try my best to keep a balance between my official and family life. But most of the time, I feel myself to be compromising my time for my family and preferring my official duties and responsibilities to my personal and family commitments.

10. Interviewer: What are the positive aspects of being principal based on you gender?

Participant: Being a principal is, of course, a source of prestige and dignity for me. I feel more confident and protected while enjoying a respectable place in a social circle. My achievements and social status win me respect and cooperation. I feel very satisfied and motivated.

11. Interviewer: What are the negative aspects of being principal based on your gender?

Participant: Sometimes the male dominance in general public becomes a source of agitation to me. Things fare well after coping with such types of challenges but they create hassle for their brief period of stay. Being a principal, I need to have public dealing. So, often there are very impolite, rude and arrogant people I interact with. Some people try to use multiple sources to pressurize the principal and use ranks to get their target achieved. Thus, coping with such adamant cases becomes a source of discomfort.

12. Interviewer: What are your thoughts regarding women's access to power and leadership?

Participant: I want to see every girl around me to be confident, competent and excelling in multiple directions. A woman can be very dedicated, self-motivated and compassionate leader with a vision to lead and grow. Woman access to power gives them social security and confidence to counter harassment and bullying. A powerful woman can lead and work for the fundamental rights of other female members of society. Education is the only source to empower women and win them their rightful position in society.

13. Interviewer: How do you perceive yourself as an educational leader?

Participant: As an educational leader, I feel very motivated and willing to do something really good in my capacity to bring a positive change. I try to be alert and active. I believe in the multidimensional growth of the students with the help of an energetic team. For me, it is responsibility of an educational leader to consider the social and psychological needs of the staff members as well to get most out of their potential. If the teachers and other staff members are mentally relax in a healthy environment, the impact on the well-being of the students is very strong and long lasting.

14. Interviewer: Do you think males can be better principals than females?

Participant: Definitely not! A female principal is no less than the male counterparts physically, intellectually and professionally. Females

have even better capacity to work harder and more diligently. They are more ambitious and ready to accept challenges for the improvement of the students and the institution.

15. Interviewer: Are you given due representation in tasks related to policy making and

 procurement?

Participant: Yes. It depends on the type of project and its relevance. I am a part of the Regional Academic Council to carry out regional level tasks assigned to our council. I have also been a member of the National Curriculum Committee in the subject of English. I think, there is no gender bias in this regard and due representation is given when and where it is required. People are selected for multiple tasks based on their caliber and not the gender. Female principals are as much involved in the process of policy making and procurement as their male counterparts are.

16. Interviewer: How would you describe your organization's culture?

Participant: The culture of my organization is quite inclusive and progressive. It has a good and peaceful work environment for females as well. It is quite welcoming that very competent and motivated females are joining this department and flourishing in their capacities. There is combine staff system here and males and females work together in a respectful environment. The system is very regular and specific procedures are followed for official assignments. It is a culture of respect, opportunities and co-existence.

17. Interviewer: What are some barriers that you have experienced during your career development?

Participant: Generally speaking, my career in the current department has been a smooth sailing and no such barrier is faced by the Grace of Almighty. In the very beginning of my job, I faced a strong resistance from the age wise senior colleagues who felt me not eligible to be on administrative post due my young age. They did not give any edge to

the competency or caliber, the only thing important for them was the years of service. Gradually, I was succeeded to win a rightful place for myself and proved with my honesty and hard work that I deserved that position even more than themselves.

18. Interviewer: Do you believe that women are equally represented in top leadership positions as men?

Participant: In my opinion, women are underrepresented in top leadership positions. It is quite obvious from the top hierarchical positions in our country as well. There fewer females on the key positions and mostly men are holding key positions in the power structure. Even the few women who are there, have a long history of challenges to reach that position and to retain that as well.

19. Interviewer: Do you feel that gender stereotypes affect women's professional development? Explain

Participant: Yes. I believe that gender stereotypes adversely affect the professional development of women. If they are discouraged or looked down, their morale and confidence is shattered. Acknowledgement and encouragement are very important to boost the performance. So, if the good performance of women is not acknowledged or their work is not given recognition merely on the basis of gender discrimination, their capacity to thrive and grow professionally decreases and level of motivation lowers down.

20. Interviewer: How might an organization's culture contribute to promoting gender stereotypes? Explain.

Participant: Any organizational structure bears the status of a social institution. These institutions play an important role in constructing or breaking stereotypes. If there are gender-based stereotypes nurtured in an organization, they will gradually trigger down to the general social setup of the community. Organizational opinions and views are considered more authentic and reliable. So, if the organizational

structure is conducive for gender stereotypes to grow, it will surely promote that in the society, in general, as well.