

WOMEN AND THEIR ROLE ON HIGHER EDUCATION INSTITUTIONS MANAGEMENT IN THE PROVINCE OF MANABÍ-ECUADOR

LAS MUJERES Y SU ROL EN LA ADMINISTRACIÓN DE UNIVERSIDADES DE LA EDUCACIÓN SUPERIOR EN LA PROVINCIA DE MANABÍ-ECUADOR

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ABSTRACT

The presence of in higher education institutions is one of the phenomenon that characterizes the development of education in Ecuador. This research has the aim to demonstrate the significance of the role Ecuadorian women in executive positions have within the growth of higher education institutes in Manabí, in order to differentiate several functions in diverse aspects such as organization, research and community outreach, besides the tasks they fulfill in their daily labor. Lastly, an analysis of gender-related issues of study participants is carried out. The research method is descriptive- analytical and the preferred technique to collect data was qualitative investigation, in particular standardized interview, a questionnaire composed of descriptive academic data, that address the concepts of competition in higher education. The results obtained from the targeted groups of women, show that they develop their academic and administrative work in a wide environment that state their insertion in different areas of the organization.

Keyword: Higher education, Women, Administration, gender, role of women.

RESUMEN

La presencia de las mujeres en las Instituciones de Educación Superior es uno de los fenómenos que caracteriza la expansión de la educación en Ecuador. El objetivo de esta investigación es demostrar la importancia del rol que cumple la mujer ecuatoriana en cargos administrativos en el desarrollo de los institutos de educación superior de la Provincia de Manabí con la finalidad de detectar las diversas funciones en aspectos académicos, administrativos, investigación y vinculación con la sociedad, además de la titularidad que cumplen en su labor diaria. Finalmente se realiza un análisis de cuestiones vinculadas con el género de las participantes del estudio. La investigación es de tipo descriptiva-analítica y para el levantamiento de información se emplearon técnicas cualitativas como la entrevista estructurada, un cuestionario compuesto por datos académicos, descriptivos que abordan los constructos de la competencia administrativa laboral en la instituciones de educación superior. Los resultados obtenidos de los grupos focalizados de mujeres que tienen cargos administrativos en las Universidades en la Provincia de Manabí muestran que desarrollan su quehacer administrativo académico en un amplio ambiente que expresa su inserción en diferentes ámbitos de la organización.

Palabras clave: Educación superior, Mujeres, Administración, género, rol de la mujer.

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1. Introduction

The study processes regarding the participation of women in higher education institutions allow to appreciate the difficulties they had to overcome in order to achieve their admission into the institutes.

Teaching until the late 1970s, was an activity only one university in Ecuador had, there was no scientific research, even the literature they had at the time was limited for academic activities, outdated in some cases and devoid of academic-research basis. Majority of women had no openness to improve their professional curriculum, only those who had financial sustenance to perform a postgraduate degree on their own, mercantilism and factors such as excess students by classroom, teachers without the expertise to educate and, unmotivated staff led to a deficiency in higher institutions education.

One of the central premises on which the hypothesis of current changes in university administration is based and required in higher education institutions with indicators in an organizational manner and linked to favorable cultural characteristics for the leadership that develops in women. Researches made in the country point out the typical features of female leadership associated with collaborative working conditions, flexibility, power distribution, globalization, decentralization in communication, among others.

On this generation of information, the fundamental objective of the study is to describe the role of the Rectors, Vice-Chancellors, Deans, Research Directors, and academics, perform in Manabí University, the professional conditions, as well as identify their academic training needs, and the influence generated on the formation of the social development culture of the institutions in which they work. The slow but uninterrupted process of women's "systematic" access to the university was framed against a backdrop of growing claims and feminist struggles for equal rights of both sexes, and its beginning took place on the 19th century. It began in the United States, in the 1830s (in women-only medical schools, which were not necessarily university dependent), this revolution continued in the following decades in Europe, beginning in Paris, Zurich and England, and almost always with the career of Medicine. This process continued in Italy, Spain, Belgium, Denmark, Germany and Russia, and reached Latin America and Argentina towards the end of the 19th century (Mingo, 2016).

Article 11 in the Constitution of the Republic of Ecuador, recognizes the Principle of Equality and Non-Discrimination which states that "All persons are equal and shall enjoy the same rights, duties and opportunities"; therefore the State will take affirmative action measures that promote real equality for rights holders who are in an inequality (Ferreira, et.al., 2015).

As matter of fact, the population of women that have administrative and research positions in Manabí's universities, has greatly expanded in the span of 60 years therefore we would like to state that this study can work as a basis for future researchers.

The importance of knowledge management of processes such as quality assurance in higher education institutions, which is considered relevant to explore and describe perception sachets on the dimensions of knowledge management, is to be to say, to create, share and apply knowledge in the context of your organization held by senior management team members and academic managers from the universities of northern Chile (Araneda, et al., 2017).

Possibly a factor that affects the relative low participation of women in administrative positions has to do with the vacant of employment generated by Higher Education Institutions in Manabí, even if work is carried out in terms of gender equity and equality of rights and opportunities between men and women, some organizations remain hiring only men.

One of the topics where there is widespread concern in gender studies, whether it's the university environment or professional environment, is the low participation of women in management positions, what is known as the glass ceiling. This term, coined in the early eighties of the twentieth century, refers, in a very eloquent way, to the actions of social sectors, and some

discriminatory mechanisms against women to hold high management positions (Garay & del Valle, 2012).

In a segmented way, but creating a wide interdisciplinary range (social, pedagogical, psychological and anthropological), (García, 2017) the history of both women's education and insertion into the workplace has been treated as some kind of luck through approaches narrative biographies and more specifically through stories and life stories (García, 2017).

There are many studies whose focus is on clarifying the relationship between the leadership styles and the gender of the leader. Among authors who claim the existence of differences attributable to gender. These differences in the gender leadership exercise have been raised mainly from the results of research on transactional and transformational leadership. (Garay & del Valle, 2012). They point out that there is a greater relationship between transformational leadership and female stereotype and transactional leadership with male stereotype (Cuevas & Díaz, 2015).

Women continue to be under-represented in high education institutions, and the absence of Equal Opportunity (EO) and Affirmative Action (AA) frameworks has an impact on gender equality at universities (White, 2011), as they are considered "crucial drivers for change" (Morley, 2014, p.120) cited by (Machado & Taylor, 2014).

Gender analysis allows, to focus in a differentiated way the roles, responsibilities, needs and opportunities of women and men within the system in analysis and identifies gender considerations/gaps and possible actions to address them. Another significant contribution of the disaggregated analysis is that it allows us not only to highlight the gaps between men and women in paid and unpaid work, in education, in access to health, but gaps between groups of women as a result of additional disadvantages faced by poor, indigenous, Afro-Ecuadorian, young and old women (Galvez 2001).

There are three essential factors: i) society's attitudes towards women, which do not stimulate their participation in decision-making, ii) The current low percentages of women enrolled in higher education, although this situation is changing rapidly in all regions, iii) The absence of gender equity in higher education curriculum. Until these issues are addressed, there is no doubt that the number of women who have access to positions of responsibility in higher education or society as a whole will be scarce. (Deshano, 2012). The presence of men represents two thirds of the teaching staff of this University, with women being only a third of the total, with a difference in equity of 17.1 percentage points (Ibarra & Castellanos, 2009) in contrast to women, the majority are the directors of the research projects in LUZ (60.7%), UCV (52%), UC (58%), UPEL (69%), UNEFM (66.7%), UNET (63.7%) and in the Rafael María Baralt-UNERMB National Experimental University (62%) while their participation in project management is frankly a minority in institutions such as (26.3%), UNELLEZ (30%), UDO (35.7%), UNEXPO (39.6%), USB (42.1%) ULA (44.5%), among other Venezuelan universities (Azuaje, 2014).

Several factors explain why women are under-represented in the management of Higher Ed institutions. The most important factor is the small recruiting group available. University leaders consider that the usual career path in senior management is through academic promotion and that being a full professor is a precondition for being appointed to leadership roles (Machado & Taylor, 2014). According to a report by the universities of Chile, women hold positions such as: Rector in a proportion of 0.4, Faculty's addresses in proportion to 0.2, Dean of 0.4, Senior Positions of Institutes 0.6, Department Steering Positions of 0.9 and other address spaces of 1.8, accessing senior university management positions that are appointed by the university authority, being the management positions at the central level where the proportionally most important representation, such as the addresses that are responsible for international relations with academic institutions, the extension of university activities and academic affairs (Ferreira et al., 2015), (Araujo & Nieto, 2012).

According to the World Conference on Higher Education, female graduates should be considered to be part of the essential human resources base of their respective countries. They are therefore entitled to the same opportunities as their male colleagues in terms of access to higher education and careers (García, 2010). Discriminatory practices are unfair and are a blatant waste of valuable skills that are vital for all nations today, higher education reform is a priority, a firm commitment should be made to equip women with all the necessary management powers to contribute to the overall renewal of this education sector, a very different conception of the nature of the power exercised in management and management positions. The feminization of management functions requires further analysis and clarity and may be preferred as a model more adapted to the needs of social development in all sectors, including higher education (Deshano, 2012).

Among the factors that block the rise of women in leadership positions, we have: Social, Organizational and Individual, highlighting: Stereotypes of social gender roles, Socially accepted behavior of men and women, Attitudes towards women, referring to the Organizational part: The male-dominated organizational culture, Perceptions of role congruence with leadership, Human resources practices and finally on the Individual part: Career aspirations women's individual, Women's beliefs on glass ceilings (Liu, 2013).

Women directors recognized that while they were clear about their professional goals and persisted in achieving them, opportunities tended to favor their male colleagues. In most cases, they missed promotions because there was controversy about their suitability for the senior management team. Time and time again, women had to work much harder than their male counterparts to prove their worth (Liu, 2013). Leadership studies are mainly based on research results from the business world and do not foresee the uniqueness of leadership in high education; leadership and institutional management are two completely different, aspects of its overall effective functioning (Sarasola & Da Costa, 2016). The personal attributes of academic women who promote their participation in senior college management positions is their ability to lead and prepare in addition to the management and negotiation capacity criteria, and minimum stake required intellectual capacity and transparency in management, these attributes are associated with performance in university management, as well as the expertise achieved when they gain access to senior management positions.

It should be noted that in Chilean universities the most prominent factor for the low participation of women in the positions of senior university management is the lack of interest of women in occupying positions, participating in selection and election processes, in addition to institutional obstacles to their participation in other positions. They settle for being teachers, associated with lack of time when they have children or are not in the traditional roles of women and the lack of relation to the high levels of decision and lack of experience in the management capacity and lack of knowledge of management University. Compatibility issues with family and domestic responsibilities requiring a senior management position (Gaete-Quezada, 2015).

Research on the so-called 'glass ceiling' has highlighted the many difficulties – often invisible or tacit – that many women encounter in their progression on the organizational scale. In the university context the figures are conclusive, gender persists as a differentiating criterion of power. However, the works that have tried to investigate the causes underlying this phenomenon are scarce (Folch, et.al., 2008)

Among public higher education institutions, UNAM has played the most important role in the training of high-level human resources in Mexico. In addition to being the oldest institution in the country, it shows the highest numbers in tuition, academic staff, academic production and the complexity of its organizational structure. There is also a link between the training trajectory and their performance in the productive sector, suggesting that women are not accepted, for cultural reasons, in many of the areas of work for which they were trained. Women who undergraduate studies are the majority in areas other than science and engineering. In 1995, 73% of enrolment

in psychology was women; in life sciences and agricultural sciences the percentage was 50%, as in social sciences. On the other hand, women were only a third of students in physical sciences, earth sciences, sea sciences and atmosphere, as well as in computer science. If we compare the number of directives with the population that has successfully completed the third level of education and is employed in science and technology occupations (C and T) we find that the former represent on average 3.4% of the latter, a figure that does not growth rates of female enrolment in higher education in C- and T-related areas. It follows that there is a high proportion of scientists employed as juniors, teachers or housewives or unemployed (Zubieta & Marrero, 2005).

Teaching is not an individual task, but something that is carried out together with others, such as a community, which requires time, support, conditions (Bolívar, 2015). Directors often spend little time on pedagogical leadership as administrative and emerging activities tend to take up much of the time. Thus, the management teams see how time goes out of their hands performing administrative tasks, attending to building problems, complying with external demands, away from pedagogical topics turn their backs on learning (Ventura & Quero, 2013).

For there to be leadership influence, it must come from the reasonable exercise of formal authority, from the leader's own qualities, or from their degree of knowledge and experience to be able to offer guidance to others. Pedagogical leadership usually has an indirect or mediated effect by the work that teachers do inside the classrooms. The creation of an environment and working conditions that help to do a better job in the classroom is something that can influence the management teams (Bolívar, López, & Murillo, 2013). Of the reports submitted by Secretarial of Higher Education, Science, Technology e Innovation in 2014, one in two female teachers has postgraduate training, while only three out of 10 managerial positions are held by a woman in Ecuadorian universities, with a total of 932 women in positions national managers (SENESCYT-SNIESE, 2014).

For its part (Gutierrez & Bahos, 2016), in its work of participation in Colombian publications of economics and administration indexed in Scopus (1974-2014), from the publications of the Observatoire of Sciences and Technologies (OST) and the articles of the Public Library of Science (PLoS), in a total of 85,131 articles, identified that female participation is close to 35% alone and analyzed the "Cinderella" effect, according to which, women must make more efforts to be recognized as accredited authors. In a study of 384 involved and professionals in management and rising positions in state, business and educational companies in Bogota, Medellin and Cali. 100% of women had undergraduate vocational training, 37% specialization, 24% master's degree and 2% doctoral. They found that "women are more prepared than men when they are replaced by their positions and 51% of women who replaced men in managerial positions, 16% had greater academic preparation" (Moncayo & Zuluaga, 2014). At the Technical University of Ambato UTA, the endeavors of the central part of the country have been academically integrated and since that plausible beginning for the city of Ambato, women had to compete to be welcomed within the university classrooms, that is why based on a measurement taken in 2007 to 2017, the percentage of income to the faculty is set at 79% females versus 21% of males (Ruiz, et.al., 2017), mentioned that the university teacher is qualified as "the knowledge professional" with research being his strongest strut to meet the demands of higher education, but this only it is fulfilled if universities and their authorities encourage organizational behavior conducive to their teaching and administrative staff receiving adequate job satisfaction. The well-being of teachers has great relevance for the development of a nation, since education is the engine of socio-economic development, and the teacher is the main manager of that development, and to effectively meet their performance they must be satisfied occupationally. This research shows the life story of women in higher education positions to discern relationships between women, education and administrative positions in higher education.

Based on the above, this research aims to explain the cultural elements that operate as internal barriers when accessing positions of leadership and leadership of higher education institutions. The methodology used here consists of the bibliographic review of some positions of the problem, as part of the reflection of the investigation on the organizational behavior, study of gender and leadership.

2. Objectives

Assess women's input to education management processes, interpret the characteristics of women in administrative positions and their contribution in higher education.

- a. Know the role of women in the administrative activities of Higher Education Institutions.

3. Methodology

Under a descriptive and analytical analysis, the contribution of women and the possible obstacles that prevent them from being in senior management positions in the Universities of Manabí, (See Table 1) and their experiences to achieve success in administrative management were identified. The female teachers were identified from among the 5 representative universities in the Province of Manabí, under a non-probabilistic, supporting the distribution through exclusive compliance variables to:

- a. Female gender.
- b. Occupation: Professor at a University or Polytechnic Higher School in the province of Manabí.
- c. Hold a management level position.

Table 1.

UES - Manabí Province

University and Higher Polytechnic School (UES)	Interviews
Higher Polytechnic Agricultural School of Manabí	3
South Manabí State University	4
Eloy Alfaro Lay University of Manabí	2
Pontifical Catholic University of Ecuador Manabí Headquarters	6
San Gregorio de Portoviejo Private University	9
Technical University of Manabí	8

The selection of the sample used obeys the criterion of relevance and significance for the study, it is the woman who until 2018 has been director, rector, or occupies an administrative position.

In order to respect the confidentiality requirements, it is referred to by pseudonyms, the data collection instruments were the guide of the Interview, with the intention of carrying out the following objectives:

- a. Know the role of women in the management activities of Educational Institutions Higher.
- b. Evaluate the contribution of women in the management processes of Higher education in Manabí
- c. Interpret the characteristics of women in administrative positions and their contribution to higher education.

Using a qualitative research methodology, referring to as research that produces descriptive data, people's own words spoken or written. As an instrument to know the perceptions of those involved and within the mechanisms for collecting information for qualitative research,

questionnaires and in-depth interviews will be used, which follow a guide or conversation model. Identifying a series of questions related to the possibilities and limitations of women to access and develop in administrative and managerial positions of their higher education institutions.

4. Results

Academic experiences can become a source of encouragement for future HEI representatives. Managing to identify the oscillation of their ages between 35 and 45 years, with positions of Academic Directorate (38%), Administrative Directorate (24%), Research Directorate of (24%) and other Addresses (14%) as Teaching, additional it can be observed that all hold the position of Teacher. As an additional fact it is observed from the surveys that the average value of people under their responsibility is 23 people, in the most cases we see their organizational environment of 130 people.

Another factor that is believed is the time that is performed in these functions: thus, more than 6 years (47.6%), followed by between 2 to 3 years (33.3%), and less than one year and between four and five years (9.5%). This question relates to the time spent at the Higher Education Institution (HEI), whose answers were: Over 12 years (33.3%), between six and eleven years (28.6%) one to five years (38.1%), which would be qualifying or placing it because of its experience in HEI management positions, also related to the full-time relationship factor that women have mostly (81%) manifest are full-time, the (14%) indefinite contract and one (5%) it's eventual.

Considering the time and functions in charge of the distribution of time load (71.5%), states that, if she agrees, as no (9.5%) and 19% say that perhaps, considering the degree of responsibility, daily activities, meetings and so on. In relation to the greatest work dedication: 57% are engaged in Administrative Management, followed by Teaching (28%), other activities (10%) Research (5%).

Currently all HEI require constant training and the challenge for women in leadership positions is no exception in the results is noted that 23% say they have completed a PhD, while 38% are conducting studies doctoral degrees, and the rest are met with a complete mastery (39%).

Conflicts or labor problems with the opposite sex, for the most part, do not depart from reality 67% say that if they had problems with the opposite sex, while 33% have no problems, of these the most common are by 42.8% gender and academic harassment of 28.6% respectively. One respondent stated: "My opinion of my administrative functions is given that peers (men) sometimes do not accept that a woman is in charge, that a woman in contract is evaluated better than them, additionally they do not comply with what I ask, to damage the work I do, but as a woman I go ahead and fulfill my role within University".

For the management managers is important the oral and written communication of the Maternal tongue, teamwork and leadership together with the management of information and communication technologies and better importance consider it to the oral and written communication of a foreign language, as part of the competences that women must have as they are exercising their position at the HEI.

Among the activities that women must carry out at the head of academic management is scientific publications, 85.7% say they have made or presented scientific publications, while 14.3% have not performed or are in the preparation of scientific publications. Of this total of women who have published on average they have 4 publications.

Respondents demonstrate a preference in transformational leadership, in which it is consultative, collaborative and student-centered, strategic vision, research and interpersonal skills are key leadership. One respondent added: "The fact that a woman holds a coordinating position with several units of work has the possibility of integrating the assigned activities with the human being who collaborates with the HEI; this means that one way or another is the integrational part".

5. Discussion and Conclusions

With this, whenever a certain number of men and women come together in a society, each renouncing the executive branch that gives them the natural law in favor of the community there, and only there, there will be a political or civil society (Lopez & Sánchez, 2009), The women in our study felt that their management work affected them in a variety of ways. Mainly affected them in the possibility (difficulty rather) of spending time on the research tasks, which were the most affected. Likewise, the availability of personal time, to dedicate it to extra-professional activities was significantly affected (Murillo & Reyes, 2011). Among the aspects that they considered very little affected by management were those related to teaching and attention to students in tutoring, as well as the time spent on the family, which appeared as the least affected aspect (Sánchez et al., 2014).

The low insertion of women into the direction of universities is due to the pressure that society exerts for the conservation of certain predetermined roles, which negatively affects many women and can translate into insecurity and some underestimate one's ability to play roles other than traditional or expected roles. "Directors, for their part, value each other a lot in personal traits and very little in all those traits that are proper management. This may be because they "don't have enough self-confidence, possibly because of the lousy self-image that women often have internalized, which makes them (self) exclude disregard of positions of responsibility"(Sánchez & López, 2008).

The profound social, political and economic changes experienced by modern societies in the age of globalization, the massive use of new information technologies and rapid and uncertain changes invite us to rethink our design on organizations and, in a special way, educational organizations (Sánchez, et al., 2004).

Women like men play an important role in higher education. However, I believe there is a way to run and goals to be met. UNESCO's studies on the role of women in the HEI, it is clear in Latin America, there is still some inequality and the percentages demonstrate this. In our country, Ecuador must ensure compliance with the Organic Law for Equality.

In the Economic and Social Research Consortium (ESRC), where gender inequalities were addressed to access teaching positions and positions with power, as well as the experience of young women in the social sciences, the following results were obtained: 1 of each 2 university students are women, one in three professors are women, one in four authors of research papers are women, one in five media experts are women, this marked difference in knowledge production and presence at academic events: erosion of the presence of women at various stages of the professional career and in spaces of debate and public discussion. Out of a total of 110 universities in Peru, 101 universities have male rectors and only 9 rectors are women (Del Barco, 2017).

In relation to discerning relationships between women, education and administrative positions, it can be noted that higher education institutions provide women with aspects to consider. On the one hand, it provides them with higher training channels in which they can specialize and can occupy positions of responsibility both male and female, being considered equal by the rest of the bodies regulating education. On the other hand, those that manage to overcome the damages arising from the consideration of –Ornament formation– transcend from the realm of the public to the private, finding their place in our society and in the world of work.

The influence of the professions is a selective and elective decision for academic and professional development, in the field of labor education in the first years, both institutional and from the nearby social environment is decisive in the subsequent development. Thus, in some cases they enter the institution with temporary contracts, continue with part-time and full-time contracts, become part of labor development.

Personal and particular efforts are decisive in the opening of barriers and consolidation of the female presence in positions of responsibility, it should be considered the professional and work effort that each person makes.

It is clear that this work considers some aspects of the situation of women, discrimination and the causes of it, are fundamentally seen in seeing that the struggle of women within the University, within the current models of knowledge, to know women's creative potential implies a high degree of Formation and also of other type of formation, we must ultimately introduce new rules in society where competitiveness, power of command and aggression are the norms of conduct.

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