

Challenges Facing Palestinian Women in Assuming Leadership Positions in Higher Education Institutions: Glass Ceiling

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Abstract: The purpose of this study is to reveal the opinions of women leaders about the challenges facing Palestinian women that prevents women from being a leader, which is called the glass ceiling. Mix method was used in this research, using a survey and a questionnaire. The participants of the study consisted of (15) women leaders working in higher education universities in Palestine holding the following positions: heads, deans, committee chairpersons, administrative officers, and vice chancellors. The research came out with several results. The most important challenges came in descending order as follows: social cultural and political challenges, organizational and management challenges, family challenges, and finally the psychological and subjective challenges got the fourth rank. Women are excluded from assuming administrative positions due to several factors, including nepotism and male bias; Women have the ability and competence, but they need a supporter to strengthen them and enhance their confidence to take the step of candidacy for leadership; Lack of confidence in women's capabilities and their scientific and practical competence from the point of view of men, and fear of the decisions they will make upon assuming higher positions. It is recommended that establishing formal and informal professional networks among women is necessary to strengthen communication, exchange experiences and information, discuss and analyse problems and provide solutions. Also, it is necessary for higher education institutions to provide an organizational climate supportive of women assuming leadership positions, providing them with the latest techniques and modern management methods, to overcome obstacles, and the consequent provision of training and qualification programs and courses that enable them to master their work.

Keywords: Palestinian women, Women in Higher education, Glass ceiling, Leadership development, Women and leadership

1. Introduction

The Palestinian society is governed by the Zionist occupation and siege, which has made it different from other societies around the world. These conditions affected the education and status of Palestinian women and increased their suffering from the oppression of the occupation. This is evident in the dispersion and loss of the Palestinian society and its subordination to more than one educational system and more than one curriculum, and the interference of the occupation authorities during the educational learning process. All these things negatively affected the educational process of women and the preservation of their cultural identity, as well as directly affecting their education and access to leadership positions in their work.

Despite these exceptional circumstances, Palestinian women have played their roles in various professional fields in society. Palestinian women actively participate in the struggle and resistance in all available forms. She's a martyr, she's wounded, and she's also a prisoner. She plays a great role in the sustenance of her children and participates in supporting men. She's also the breadwinner for her family After losing her husband. Palestinian women have proven their strength and talent as a leading force. Then many of them realized their potential roles and began to contribute to the fields of education, medicine, engineering, and other sciences that contribute to building the Palestinian society. The Palestinian government had encouraged them to participate in all sectors of production and services. Employment Rights for woman was included in the Labor Law No. (7) of 2000 as seen in article 100 of 2000 which states, 'there should be no discrimination between men and women at work (2000).

Female participation rate in the labor force: According to the statement of the Palestinian Central Bureau of Statistics on March 7, 2022, the number of females in Palestine reached 2.63 million females out of the estimated total population in the middle of 2022 comprising a rate of 49%, while the sex ratio reached 103.3, meaning that there are 103 Males for every 100 females, and the statement stated that there is an increase in the percentage of women's participation in the labor force for the year 2021 compared to 2020, as the percentage of women's participation in the labor force reached 17% of all women of working age in 2021, after the percentage was 16% In the year 2020, while the rate of men's participation in the labor force reached 69%, with 65% for the same period.

workplace issue is one of the largest studies that have generated great debates of the state of women in various fields, education, economy, politics. Now, in 2023, women are facing new challenges in the workplace. Despite this added stress and exhaustion, women are rising to the moment as stronger leaders and taking on the extra

work that comes with this: compared with men at the same level, women are doing more to support their teams and advance diversity, equity, and inclusion efforts (Burns et al, 2021).

Higher education is a unique space in the sense that the women functioning in Higher education institutions belong to the highly educated class of people who are also economically empowered. They are providing a model for empowerment of women through education and economy.. This environment still holds a lot of challenges for women in managerial positions which are quasi administrative in nature (Kapoor, 2022, 26).

1.1 Research Questions

- What are the challenges facing Palestinian women in assuming leadership positions in higher education institutions: the glass ceiling?
- What are the most important ways to represent women in leadership positions in higher education?

1.2 Literature Review

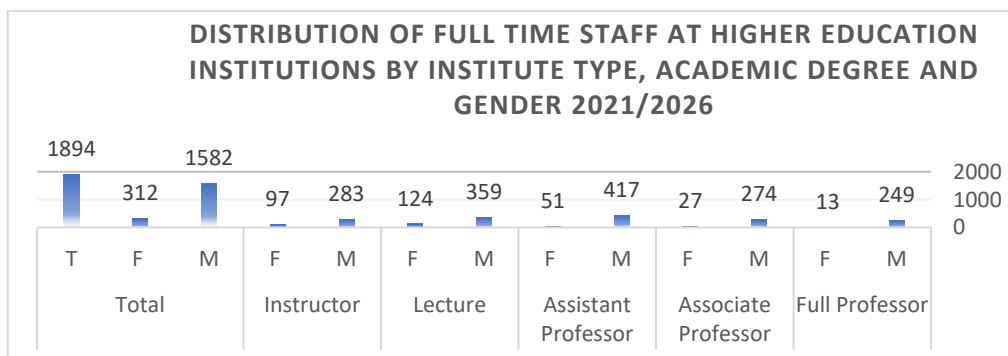
Barriers to leadership opportunities are a global phenomenon where women, when compared to men, are disproportionately concentrated in lower-level and lower-authoritative leadership positions (Northouse, 2010). Providing women with encouragement or career advice enables women to draw upon the unique and individualized aspects of their personhood to overcome subtle barriers to attaining leadership roles in academic settings (Hill & Wheat, 2017. 201107).

2. Women Leadership in Palestinian Higher Education

Although women's participation in the workplace and their representation in middle and lower management positions is increasing worldwide, this was not linked to the representation of women at the senior management level, especially in Palestine at universities and large companies, in addition to government jobs, where women's participation is still low (Herzallah et al, 2022:72). The Palestinian woman is different from her counterparts in the world. She is the mother, the wife, the breadwinner, the captive, and the martyr. Therefore, work must be done for women to take all their rights and assume leadership positions in proportion to the efforts exerted by them. "It is not necessary to solve women's problems and integrate them into work through a Western model that is strictly applied, rather, it is possible to create a special experience for Eastern women in general and Palestinian women, in line with the variables and factors surrounding them" (Alqutob,2012:86).

The number of institutions accredited and licensed by the Ministry of Education and Higher Education is (51) higher education institutions, including 16 traditional universities (10 in the West Bank and 6 in Gaza), 2 open education universities, 16 university colleges, and 17 intermediate community colleges (Palestinian Central Bureau of Statistics on March 7, 2022). Table 1 shows the distribution of faculty members in universities for the year 2021 by academic rank and gender.

Table 1: Distribution of Faculty Members in Universities for the Year 2021 by Academic Rank and Gender



The following can be seen from the previous table:

Females comprise (16.5%) of the membership of the teaching staff in Palestinian universities. This indicates the unfairness of women's right to hold office. About (71%) out of them are still lecturers and instructors, that is, they do not hold an academic rank yet. This result reflects one of the most significant challenges faced by the Palestinian women which is the difficulty of traveling to other countries to obtain higher studies, either because of the blockade or because of the economic situation that does not help her and her children to travel.

Change in higher education institutions requires an organized and carefully planned effort. It also requires trained and influential educational leaders who can face challenges and remain strong and steadfast by adapting to events. In this context, the prominent role of the leaders of higher education institutions is evident in their interest in upgrading the roles of working women in these institutions, whether academic or administrative, in light of the growth of their work, their aspirations for the pioneering role entrusted to them, and their willingness to obtain leadership positions within the framework of their work (Al-Awadi and Abu Latifa, 2020: 5).

Organizations need to develop policies, practices and leadership development approaches that do not exclude women through surface level support initiatives, and to go deeper to involve women in decision making and acquiring positions of power to help create a reality that works for them (Gilani et al. ,2022: 181). Women's underrepresentation in organizational leadership roles remains persistent albeit varied global advances in equality in the workplace (Catalyst, 2020; United Nations, 2021).

3. The Effects of the Glass Ceiling

The glass ceiling theory is widely used and one of the most compelling theories when analyzing gender inequalities in the workplace. A glass ceiling refers to, "the limits that are placed for women and minorities to prevent their access to senior positions in organizations" (Khayal, 2016: 17). "The "glass ceiling" is one of the most compelling metaphors for analyzing inequalities between men and women in the workplace". (Baxter and Wright, 2000: 275). The phenomenon of the glass ceiling: It is a Western theory in the science of management that emerged in the seventies, and among the most famous definitions of the phenomenon of the glass ceiling is defined by Riggio as "the limits that are placed for women and minorities to prevent their access to senior positions in organizations." (Khayal, 2016: 17)

All women in developed and developing countries suffer from glass ceiling, and it revolves around the barrier that prevents women from assuming leadership positions, as a woman despite her competence and superiority over men in the same field. This term is used to monopolize leadership positions over a group of people according to discrimination, either by gender, color, or otherwise. National and societal culture also impacts women's aspirations to leadership through the dominant societal roles and expectations, the way in which they were expected to do gender appropriately and in their working relations with men. The different constructs of national and societal culture therefore intertwine to create a complex web of inequalities. Thus, there are many challenges women must navigate in their leadership practice and aspirations (Gilani et al. ,2022: 176). To reduce the negative effect of glass ceiling on women's career development, it's recommended to develop self-efficacy by encouraging management to employ mentoring for women executives. Mentoring will support female executives to reduce self-limiting beliefs and lack of self-confidence, which can result in them going forward for promotions (Uduwella et al., 2019: 107).

4. Challenges Facing Women in Assuming Leadership Positions in Higher Education Institutions

Some of studies dealt with the topic of Challenges facing women in assuming leadership positions in higher education institutions like: (Alomair,2015) (Al-Somali,2019) (Radwan, 2020) () Musharraf and Al-Bakri, 2021).

Organizational challenges: The reason for the existence of organizational challenges in higher education institutions is due to the lack of officials' knowledge of women's capabilities and investment in their efficiency at work. Officials do not pay attention to promoting women enable them to do their tasks, to know their style and apply them during work. In addition, there's lack of confidence in them, as they see in them a weak ability to assertiveness and decision-making, because some officials focus only on the emotional aspects of women, neglecting all aspects related to attitudes (Radwan, 2020: 15).

Societal cultural challenges: They mean cultural and societal obstacles and beliefs that make women fear social criticism. These obstacles result from a deficiency in one of the social systems of a given society.

Personal challenges: such as excessive social burdens, poor training competencies, the inability to strike a balance between work and home, psychological pressures, and the inability to decide on a specific job due to the inferior social view of some jobs (Musharraf and Al-Bakri, 2021: 353). The underrepresentation of female leaders in higher education is a global phenomenon. It was shown that difficulty balancing family responsibilities with work demands, organizational factors, and gender stereotypes as major roadblocks for females seeking leadership opportunities in higher education, and an explanation to their overall underrepresentation as academic leaders. It was also shown that cultural and social practices in the form of defined gender roles and

stereotypes, as well as organizational barriers in the form of bureaucracy and gender inequality are major obstacles faced by female leaders (Alomair, 2015: 89).

The Family Challenges are due to the lack of encouragement of the woman's family to develop herself professionally and not supporting her to raise her professional status. In addition, the nature of the work and the compatibility between her tasks and family duties, such as: the husband, taking care of the children, duties, and social events, makes it more difficult for the family to challenge her eagerness and desire to assume leadership positions. (Radwan, 2020: 17)

5. Suggestions to Overcome the Challenges Facing Women in Assuming Leadership Roles

Al-Somali (2019: 51) suggested the following ideas:

- The Ministry of Education should provide the necessary financial allocations, implement decentralization, and delegate authority to women regarding important and financial decisions for their departments, because financial constraints limit the effectiveness of the work of women leaders in universities to a high degree.
- Encouraging job rotation within universities and secondment of female employees between universities, thus contributing to diversity, exchanging experiences, and providing faculty members with skills that enable them to overcome the challenges of the leadership role.
- Benefiting from the experiences of developed countries and methods of activating them in a way that does not contradict the foundations and constants, and is commensurate with the culture, customs, and traditions of our society.

Aoun (2019: 424) also addressed proposals to overcome the challenges facing women in assuming leadership roles as follows:

- Evaluating the image of women and their roles in society and including them in plans at all levels.
- Enriching curricula and academic contents with values that uphold women's ability to lead in high-level positions.
- Highlighting the role of educated women in building the modern nation in various media.
- The need to adopt an effective plan to empower high-level academic leaders, in addition to granting them powers, involving them in decision-making at a high level, and overcoming obstacles in front of them.
- Educating the community through various educational platforms about the importance of empowering women and that they can drive in all locations.

6. Methodology

Mix method was used in this research where quantitative and qualitative methods have been applied on the primary and secondary data. The goal for researchers using the mixed methods approach to research is to draw from the strengths and minimize the weaknesses of the quantitative and qualitative research approaches (Johnson & Onwuegbuzie, 2004). Of course, the strengths and weaknesses associated with the various research approaches are not absolute but rather relative to the context and the way researchers aspire to address the phenomenon under study. For example, if the researcher purports to provide in-depth insight into a phenomenon, the researcher might view selecting a small but informative sample, which is typical of qualitative research. The researcher might use inferential statistics to quantify the results, which is typical of quantitative research, as strengths worthy of combining into a single research study (Williams, 2007). When qualitative data collection precedes quantitative data collection, the intention may be first exploring the problem being studied and then to follow up on this exploration with quantitative data that are amenable to studying a large sample, so that the results can be applied to a population (Molina-Azorin, 2016). The overall purpose and central premise of mixed methods studies is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems and complex phenomena than either approach alone (Creswell & Plano Clark, 2007).

Study sample: The participants of the study consisted of leader women working in higher education institutions of Palestine. Primary data were collected from the respondents from (15) female leaders represented the Palestinian universities out of (25) universities which means that the leads obtained are adequately representative. The sample was chosen because it consisted of women leaders who held leadership positions in

Palestinian universities, with at least a department head, and have long experience in leadership work in higher education. They agreed to publish the results of the study.

A purposeful sample was selected as follows (4) professor, (2) associate professor, (8) assistant professor, (2) teacher, out of the total number of female participants (16), (9) from Northern governorates (West Bank) and (7) from Southern governorates (Gaza), the number of years of service is (13) had ten years or more and (3) less than ten years, and with regard to marital status, (13) of them were married, (2) single (1) was divorced and there were no widows among the participants in the study. As for the motives for working in higher education, (1) of them was economic, (1) social, (6) personal, and (8) others; As for the number of children (6) of them have less than or equal to three children, (6) of them have more than three children, (6) of them do not have children; As for the work environment (14) of them work in a mixed environment, (2) of them work in a separated environment. When they were asked if women did not take their right to assume leadership positions in higher education (10) answered often, (5) sometimes, (1) rarely.

The sample was collected by snowball sampling, "identifies cases of interest from people who know people who know what cases are information-rich (Creswell, 1988. 119). Women leaders in higher education institutions were elected to participate in the Survey which "can be an efficient way to gather information from large groups of people and can be less time and labor-intensive than other methods of data collection, and they typically make it easier to aggregate findings across multiple respondents" (IES, 2016, 18). The survey items were open-ended to allow respondents to answer in their own words. Sending a list of questions helped to generate ideas. It revealed several issues that should be addressed. So that a questionnaire was designed to structure their response and it contained all their opinions. Its questions covered multiple themes (e.g., social traditions, leadership, the state of diversity, equity, homelife) as well as demographic questions (e.g., social status, type and place of residence, housing conditions, employment, family size, marital status, income, and other living conditions, family status). After analyzing the factors, the survey was re-formulated in the form of a semi-closed questionnaire and sent back to the leaders themselves to be filled out again as a second round.

7. Results and Discussion

7.1 The Test Used in the Study: (Statistics Centre, 2017: 27)

To determine the criterion adopted in the study, the length of the five-point Likert scale period (lower and upper limits) used in the fields of study was determined, and the range (5-1 = 4) was calculated, then divided by the number of five scale periods, to obtain the length of the item, i.e. (4/5 = 0.8), and then this value was added to the lowest value in the scale (which is one) in order to determine the upper limit for the first period, and so on, as shown in Table 2:

Table 2: Shows the Response Scale

Scale	Degree of approval	Item's length	The relative weight of the item
1	Very weak	From 1.0-1.8	From 20%-36%
2	Weak	>1.08-2.6	>36%-52%
3	Medium	>2.6-3.4	>52%-68%
4	High	>3.4-4.2	>68%-84%
5	Very high	>4.2-5	>84%-100%

To interpret the results of the study, and to judge the level of response, the researcher relied on arranging the means at the level of the domains of the tool, and the level of the items in each domain, and the researcher determined the degree of approval according to the test approved for the study.

8. Analysis of the Study Questions

To answer the questions of the study, the qualitative approach was applied, to collect data and reach the most important challenges facing Palestinian women in assuming leadership positions. The researcher came up with many challenges, which the researcher re-designed as a closed questionnaire and returned it to the same study

sample to judge it again and make sure which factors were the most influential. The researcher used the quantitative approach to reach the results through SPSS program. The results are shown in Table 3.

Table 3: Results

One-Sample Statistics					
Challenges	N	Mean	Std. Deviation	Std. Error Mean	Rank
Organizational & management	16	3.4375	.74505	.18626	2
Psychological & subjective	16	2.7768	.69589	.17397	4
Social cultural and political	16	3.7991	.77994	.19499	1
Family	16	3.2708	.82971	.20743	3
TOTAL	16	3.3185	.46938	.11734	

Results showed the challenges faced by women came in descending order, the social cultural and political challenges ranked, with a high degree of approval, the organizational and management challenges got the second rank with a high degree of approval, the family challenges got the third rank with a medium approval degree, the psychological and subjective challenges got the fourth rank with a medium approval degree.

Social cultural and political challenges: The most impactful challenges came in the following items:

- “The common stereotypical idea of female nature that it is only suitable for certain jobs,” with a very high degree of appreciation. The researcher attributes this to women being affected by the Palestinian environment in which they live, and the glass ceiling imposed by society on women.
- Item: “the prevailing masculine culture in Palestinian society,” came in second place, with a very high degree of appreciation. The researcher attributes this to the fact that women feel the discrimination between them and men in several matters imposed by the surrounding society where some jobs are reserved for men only.
- The traditional image that society portrays in its culture of women - as housewives, not as leaders.
- Formation of negative attitudes towards women's leadership in society
- Society's belief that women rely more on emotion than reason in decision-making.

Organizational & management challenges: Results show that the mean of the total score for all items of the field (3.43). This result agrees with the study of: (Alomair,2015) (Al-Somali,2019) † (Radwan, 2020) †) Musharraf and Al-Bakri, 2021). The most influential of the organizational and management challenges appeared in the following items:

- "Men not accepting women as boss at work ", with a relative weight of (86.2%), i.e., a very high degree of appreciation. The researcher attribute this to the culture that they inherited from the Palestinian family and society, which showed women as weaker than men, and their belief that it is not right for women to be higher than men in in career progression.
- "Men’s fear of a woman leader,” came in second place, with a relative weight of (77.4%), that is, with a high degree of appreciation. This is related to the fact that there is a lack of confidence in women’s capabilities and their scientific and practical competence from the point of view of men, and fear of the decisions they will make upon assuming higher positions.
- Also, there were other challenges facing them such as underestimation of women's efforts at work, officials' belief that women are less capable of decision-making, and promotion to leadership positions depends on acquaintances or nepotism.

Family challenges Psychological & subjective challenges: The mean of the total score for all items of the domain was (2.77). The study sample agrees on this domain with a medium degree. This result agrees with the study of :(Alomair,2015) (Al-Somali,2019) † (Radwan, 2020) †) (Musharraf and Al-Bakri, 2021). The most influential reasons were as follow:

- Item: “the lack of motivation and desire of women to hold these positions,” with a medium rating. The researcher attributes this to some women feeling obligated to their home and family because of

the ideas of the Palestinian society surrounding them, which make them primarily responsible for any shortcomings of their family due to work, and this prevents them from assuming senior positions.

- Item: “the control of a man’s thought over a woman’s limits her leadership,” came in second place, with a medium rating. The researcher attribute this to the fact that some men are influenced by the environment in which they grew up and the ideas of the Palestinian society surrounding them, which denies them/ rejects the idea of them assuming high positions.
- Reducing the margin of freedom and fear makes women less able to claim their rights. In addition to the woman's fear of failure and delay.

Psychological & subjective challenges: This result agrees with the study of :(Alomair,2015) (Al-Somali,2019) :(Radwan, 2020): (Musharraf and Al-Bakri, 2021) The most influential reasons were as follow:

- Item: “the lack of motivation and desire of women to hold these positions,” with a medium rating. The researcher attribute this to some women feel obligated to their home and family because of the ideas of the Palestinian society surrounding them, which make them primarily responsible for any shortcomings of their family due to work, and this prevents them from assuming senior positions.
- Item: “the control of a man’s thought over a woman limits her leadership,” came in second place, with a medium rating. The researcher attribute this to the fact that Some men are influenced by the environment in which they grew up and the ideas of the Palestinian society surrounding them, which denies them/ rejects the idea of them assuming high positions.
- Item: “women are by nature less willing and less able to be in decision-making positions,” came in the penultimate order, with a low degree of appreciation. The researcher attributes this to women being ambitious by nature, aspire to leadership, and have the ability and competence to assume senior positions.
- Item: “Weakness of women's ability to communicate with others, especially males,” came in the last place, with a low rating. The researcher attribute this to that women are strong by nature and possess intelligence, knowledge, ability, and competence to assume senior positions.

There are statistically significant differences between the averages of the study sample's estimates of the degree of challenges facing Palestinian women in assuming leadership positions in higher education institutions due to the residential area variable in favour of the southern governorates of Palestine (Gaza). This is due to the fact that the environment in Gaza is still governed by some customs and traditions that contradict the culture of Islam which encourages women to practice work and hold them to the highest leadership positions in educational institutions.

Second: Results related to the second question: What are the most important ways to represent women in leadership positions in higher education?

To answer this question, qualitative method has been applied, the researcher used the interview as a tool of this method, the sample of interviewee in the study consisted of leader women working in higher education institutions of Palestine. Primary data were collected from the respondents from (15) female leaders represented the Palestinian universities out of (25) university. The following are their responses to this question :

- Participant 1, “*Enhancing self-confidence.*”. This shows that women have the ability and competence, but they need a supporter to strengthen them and enhance their confidence to take the step of candidacy for leadership.
- Participant 2, “*Paying attention to the efficiency of performance in selecting women for leadership positions and avoiding nepotism, trends and gender.*”. This shows that women are excluded from assuming administrative positions due to several factors, including nepotism and male bias.
- Participant 3, “*Improvement requires a comprehensive change that begins with the woman herself and the family, and then society with its educational, social and media institutions.*”

This shows that change must start from the woman herself, as she is the one who must help raise her status first and then by participating with the surrounding society.

- Participant 4, “A right is never lost as long as someone strives to claim it.”
- Participant 5, “Putting the right person in the right place.”

- Participant 6, *“Amending laws and regulations to make them more sensitive to gender.”* This shows that the government in Palestine must play a major role and participate in raising the status of women by amending laws and regulations that serve gender.
- Participant 7, *“Developing a culture of community and family support, and giving opportunities to those who deserve it, regardless of gender.”* Community in Palestine must play a fundamental role in supporting women, spreading the culture of women taking leadership positions, and giving them the opportunity, they deserve.
- Participant 8, *“women should believe in their abilities and set goals for themselves to work towards achieving them and to be a role model for others”.*
- Participant 9, *“Giving women opportunities to prove themselves and creating a work environment to prove themselves.”*
- Participant 10, *“To be assigned in a periodic manner so that everyone takes the same opportunity”.*

Emphasizing that women should be treated as human beings and not as a different person and have the same opportunity that is given to men.

- Participant 11, *“Family support, empowering women and raising their self-confidence. Empowering women economically and paying attention to education.”*

The family must play an important role in the life of the female from the beginning of her upbringing and should not differentiate between her and the males in dealings.

- Participant 12, *“Giving women more opportunities and incentives to obtain scholarships for doctoral studies and activating academic feminist blocs at the university in order to demand equal rights and opportunities with men and to monitor violations related to discrimination against women.”*

Focusing on women's education, especially higher education, which helps them to assume senior positions in all aspects of their lives.

- Participant 13, *“Family and community support, empowerment and training in the field of leadership learning”.*

9. Conclusion

By collecting information from the questionnaire and the interview, the research came out with several results, the most important of which are: women are excluded from assuming administrative positions due to several factors, including nepotism and male bias. Women have the ability and competence, but they need a supporter to strengthen them and enhance their confidence to take the step of candidacy for leadership. Lack of confidence in women's capabilities and their scientific and practical competence from the point of view of men, and fear of the decisions they will make upon assuming higher positions. It is impossible to eliminate these challenges, but these challenges can be mitigated through the following recommendations:

- Women start with themselves by enhancing their capabilities and multiple skills, increasing their self-confidence and their achievements, and increasing their training for leadership positions.
- It is the responsibility of the Ministry of Education to set criteria for selecting leadership positions in universities, which should be based on objectivity and equal opportunities.
- Designing training programs for working women on leadership skills that must be available in a leader such as self-management, communication, the skill of influencing others, delegation, initiative and innovation, team building, and stress management.
- It is necessary for higher education institutions to provide an organizational climate supportive of women assuming leadership positions, and the consequent provision of training and qualification programs and courses that enable them to master their work.
- The need to adopt designing training programs aimed at rehabilitating working women on leadership skills that must be available in a leader such as self-management, communication, the skill of influencing others, delegation, initiative and innovation, team building, and stress management.
- Also, it is necessary to provide them with the latest techniques and modern management methods, to overcome obstacles such as social cultural and political challenges, organizational and management, family challenges, psychological and subjective that limit the participation rate of women leaders in decision-making positions.

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