Women Empowerment Challenges in Leadership Positions

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Abstract: *The study highlights the challenges facing the empowerment of women in leadership positions through the definition of the concept of empowerment and its types, fields and fields through the literary review of a number of research and studies in this field related to Indian women. The study found that women who are less educated and living in a society dominated by masculine and masculine culture assert leadership positions for males at various levels and justify violence against women, harassment and abuse as weaker creatures in themselves and less fortunate, receiving adequate training, education, self-development, self-confidence, Able to assume leadership positions in society in general.*

Keywords: women empowerment, Leading positions, society, Challenges

1. Introduction

Women in our time are involved in most of the work of men, but they are already many, and they have emerged from specialized women, including the inventor, the author and the doctor. The twenty-first century becomes a real stage of discrimination for women, as if the era started by women in most Areas.

In view of the importance of its involvement with men in many of the work and its important role in building society, it has become important to recognize its leadership role in decision-making centers and official and private institutions. This role lies in the ability of women to cope with the changes and the real skills that they possess to strengthen their position in the leading position. As well as identify challenges and problems that may prevent them from successfully achieving the purpose of their professional leadership in a particular position or job.

1.1 The study problem

The problem of the study lies in:

1) Identify the different perspectives on women's empowerment in academic posts in Indian universities in recent years.
2) Define the concept of empowerment from multiple perspectives.
3) Identify the determinants of women's empowerment.
4) Identify the advantages of these challenges within measurable axes.

1.2 Objectives of the study

It is expected that researchers and those interested in empowering women in academic careers will be able to:

1) Develop a general perception that illustrates the dimensions of the concept of empowerment of women.
2) Comparison of different models in the analysis of the concept of empowerment and its dimensions and characteristics in a number of different academic institutions.
3) Draw the advantages of empowerment and determinants based on research and previous studies.

4) Develop measurable axes of results for the purposes of future studies.

1.3 Study Questions

To achieve the objectives of the study, the research attempts to answer the following questions:

1) What is the empowerment of women from different points of view?
2) What models are used in the analysis of women's empowerment and their characteristics?
3) What are the most important determinants of women's empowerment from different perspectives in the academic field?
4) What are the dimensions of the challenges facing women's empowerment in universities?

1.4 Methodology of the study

The theoretical analysis of the literary review of the researches and studies related to the course of the research was used within the study parameters and compared and discussed the results that emerged in these studies.

Limits of the study

The study limits were proposed:

1) Temporal: The period from 1976 to 2017 in respect of research, studies and references.
2) Spatial: Indian sectors.3. Humanity: the category of women in public service.

Sources and references:

1) Research and studies related to the subject of research in scientific journals and periodicals, books, research and studies American, British and Arabic.
2) Indian references that have examined this area.
3) databases and information and various scientific publishing platforms - paper and electronic

The theoretical framework

The concept of empowerment is a source of strengthening and strengthening the field in which it is used. However, the

truth in its use is a reinforcement of the real weakness suffered by the body or area in which it was used. This is where the term is built on the place and how it is used, leading to many possible definitions in this regard.

First: the concept of empowerment

Oxaal & Baden (1997) have shown that empowerment follows the process of employment and use, which divides empowerment into the following types:

(A) Empowering women from society to society and strengthening their capacities within the boundaries of mainstream culture. (B)Empowerment: Empowerment that empowers women in decision-making, problem solving, and creativity and gives them powers within the power granted.(C) Empowering a participatory group: It qualifies them through various groups and community institutions to engage in the process of achieving society's goals and needs.(D) Empowerment: Empowerment that women aspire to and acquire independently through self-confidence and belief in abilities in building personality, knowledge-building and decision-making, and implicitly through the recognition by individuals in all segments of society of the importance of women's role in decision-making and empowerment.

These types were defined (Williams, 1994) and Röörström (2011) in the definition of empowerment as freedom of education, work, and livelihood. These characteristics were limited to empowerment based on research and studies comparing empowerment and vulnerability of both sexes in different societies. The interview and analysis were used as a tool for collecting information, and through it, it was possible to redefine the models used for this term. These dimensions differ for women according to the environment in which they exist and the prevailing culture. However, the empowerment of males in general is characterized by many similarities and synonyms in different societies. (Leder, 2016) by defining the empowerment of women to determine the dimensions of its use. Sadan (1997) identified three dimensions of empowerment that spoke of gender overlap in terms of rights and duties in its first dimension. In the second dimension, it weakened its ability to make decisions, in addition to freedom of movement and choice. In the third dimension, the social perception of the reality of empowerment and its definition according to the social environment This is precisely what was shown in the study by a number of researchers (Ball, Lukes, Nagel, 1976), Neupane (1996), Kandiyoti (1988), Kabeer, 1999 (Guérin, Kumar &Agier, 2013) Jackson, 2013), (Rao, 2014).

Thus we conclude that empowerment is a term related to the type of employment, its place of employment and the category it grants or acquires and varies according to the different factors involved.

Second: The axes of empowerment

Luttrell, Quiroz, Scrutton, & Bird, 2009) presented a number of proposed dimensions that illustrate the axes of empowerment. In the type of public empowerment between equal rights and resistance to discrimination are the most important characteristics of this type, Which is characterized by the dimensions of women in terms of raising the acquired skills and educational resources and diverse experiences to enhance the ability to decide the power granted to them, which allows them to address the inequality and abuses of others, while that participatory empowerment is characterized by institutional support and community support in the consolidation of rights and equality and The obstacles to the non-legalization of rights through the demands of decision-making centers for justice and the most important components of empowerment and its dimensions in the form of implicit empowerment, namely the dimension of the ability to change women's abilities and development and freedom of movement and choice and the commitment of individuals that the right of change for women is a right acquired with full will Determination. The following figure illustrates this

Type of power relation	An 'agency' approach to empowerment	Transforming 'structures' for empowerment
Power Over: the ability to coerce and influence the actions and thoughts of the powerless	Changes in power relations within households and communities and at the macro level, e.g. increased role in decision making and bargaining power	Respect equal rights of others, challenge to inequality and unfair privileges
Power To: the capacity to act, to organise and change existing hierarchies	Increased skills, access and control over income and resources, and access to markets and networks	Increased skills and resources to challenge injustice and inequality faced by *others*
Power With: increased power from collective action, social mobilisation and alliance building	Organisation of the less powerful to enhance abilities to change power relations Increased participation of the less powerful	Supportive organisation of those with power to challenge injustice, inequality, discrimination and stigma
Power from Within: increased individual consciousness, self-dignity and awareness	Increased confidence and awareness of choices and rights; widened aspirations and ability to transform aspiration into action	Changes in attitudes and stereotypes; commitment to change

Fig. 11: Operational implications from an agency and a structural perspective of empowerment (Luttrell et al., 2009, adapted from Mayoux 2003)

Brodsky and Cattaneo (2013) noted that empowerment axes are involved in the areas of rights protection, self-development, training, qualification, acquisition of knowledge and skills enhancement as dimensions that enable women to benefit from diverse societal resources and construct their own model based on what many researchers The type of empowerment as described in Williams (1994). Based on (Leder, 2016) in his study of a model for empowerment in agricultural work, for example, as Alkire et al. (2013), women's empowerment is divided into five dimensions: production, resources, income, leadership and temporal dimension (time). He pointed out that one of the most important areas after production are: effective decisions in the production process and the dynamics of making the right decision in its useful time. In terms of resources, empowerment is centered around ownership and capital, the powers to buy, sell, transfer capital, and the power to control stocks and make decisions, while in income-related areas the main focus is women's control over income and how to use it. The field of leadership is one of the most important issues is the right of women and their empowerment in group membership, or the freedom to speak and speak among the public, and what distinguishes the latter field, this dimension is very important as it gives women two important axes: enabling them to have free time controlled, According to their desire rewarded him. The following figure illustrates this

Five domains of the Women's Empowerment in Agriculture Index (WEAI presentation by IFPRI 2014, based on (Alkire, 2013 #18) as mentioned by (Leder, 2016)

In his study on the empowerment of women, Deepta and Müller (2016) put together three axes that illustrate the dimensions of the relationship between the empowerment of women and their impact on the economy: the interactions between paid and free work and the empowerment of women by changing the values and customs of dealing with them by different sex, And empowering women through political transition towards this concept. His study found that there are many levels of overlap that lead to the lack of equality and weak empowerment of women and recommended the study of the need to deepen in the field of determining the stages of inequality from the perspective of women themselves.

Third: Empowerment axes
In celebration of the 30th anniversary of the establishment of the World Center for Education and the Promotion of Democratic Participation and Governance. During the forum in 2012, she presented a lecture on the role of women in government participation. Adopted by the United Nations in its declarations on women's rights The lecture documented many important points that determine the description of the actual situation of women in India and the level of empowerment and challenges faced.

The lecture showed that during the past two decades, women have been prominent in India in terms of empowerment in various health and education functions, planning, environmental and water committees, charitable support groups and the political level. However, their representation in official posts in general has reached 2% of all women working in India in various official and private sectors. Their participation in political life is lower than that of women compared to neighboring countries, and their representation on local councils is less than 10% of the total representation.

2. Results and Analysis

It is clear from previous studies that there are many gaps that reinforce women's weakness and lack of empowerment of leadership positions in society, both governmental and private sectors. It was noted that the low representation of women in the government sector is an interview with males both at the level of regular and political posts or popular representation. According to authors and researchers, there is a common concept of accumulation in poor and rural societies that reinforces the principle of working women who are uneducated and deprived of most social rights with the support of the prevailing culture despite the violation of these ideas and traditions of the laws in force in countries (Ball et al., 1976).

The process of empowering women differs from the perspective of its use, its function, the employment area, and how it is used and its type, which is determined by the prevailing environment. However, most of them are empowerment processes stemming from the society's conviction that women's status is weak despite the legislations and institutions that call for their empowerment.

3. Discussion and Conclusion

From the above we conclude that empowerment has different dimensions that can be derived on the following basis:

A) Conceptualization phase (Jackson, 2013)B) The purpose of its use (Guérin et al., 2013)
The type of empowerment required (Deepta& Müller, 2016). These are the foundations: stage, goal, and gender vary according to the prevailing environment and the societal culture in which women's empowerment is required (Syed & Tariq, 2017). Here we conclude that this term is only a right granted in most circumstances and is implicit only in societies whose members, especially males, believe that this right is acquired by women and not given to them by men, power or society (Rai, 2017), Narasimha, Ravish, Navya, &Ranganath, 2017).

(Ladika, 2017) and Chacko (2017). This conclusion is in line with the provisions of United Nations and international law based on equality, justice and equal opportunity, as reflected

in numerous conferences and resolutions issued by them, Women in enhancing their leadership role and empowering them with the opportunities and jobs available at the leadership level and providing the elements of their success such as training, self development, discretion, selection, mobility, gradation, capital control, planning, implementation and guidance (Wales, 2016).

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