

Gender, Administration, Politics and Management

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Abstract

The present study examines women's views on issues of domestic and international literature such as gender roles, gender and labor market relations, features of female employment and leadership models, and most notably the criticism that has been exerted on them. The purpose of this research was to capture the views of women on how they perceived leadership and career development, but also explored the reasons why such a course was suppressed in the face of other obligations. Central to the relationship between society and gender is reflected in the way relationships are structured both within and outside the labor market. Research highlights how factors such as family and school influence and largely determine gender professional choices.

Keywords: women, gender roles, obligations, career development

1. Introduction

The under-representation of women in positions of power and responsibility is still a problem in 'Western' societies. Although there have been changes in women's employment, the data still highlight central issues of inequality concerning not only the wage gap but also the concentration of lower percentages of women in decision-making centers. This research attempts to examine this issue in detail, starting with the changes in the education and professional career of women in the long run. The problematic of the research starts from the need to explore the views of young women on issues that affect their career choices and what consequences this may have on future generations. It is particularly important to consider the factors that influence the decisions of these women regarding their professional pursuits.

The low ratings of women in positions of power and responsibility have a number of consequences, while women in these positions are often challenged, regardless of qualifications. This was the reason that the social roles of the sexes were linked to the labor market and especially to high-ranking jobs. Thus, this research aims to highlight the reasons that women often do not take on more professional responsibilities and do not seek professional, financial and social advancement. This research attempts to point out the views of young women and their attitude towards positions of power, as well as the investigation of the reasons that encourage or prevent them from this decision. International experience shows that there is a strong correlation between the social roles of the sexes and the way they perceive themselves, their abilities and their aspirations.

"The representations we form from an early age consist of dominant perceptions and norms concerning gender, which are communicated by parents, but also the indirect environment" (Kalfa, 2018: 202). The purpose of this research is to explore the views of young women on issues of management and administration of Educational Units and specifically of Secondary Education. The aim of this research is to highlight the reasons why women are under-represented in positions of power and responsibility in the Educational Units of Secondary Education. Some of the key questions that research needs to shed light on are:

- if they believe that they can fill management positions within Secondary educational institutions?
- how their professional life can be affected by their personal life?
- who do they think is or should be the role of motherhood in relation to women's professional responsibilities?
- their opinion on whether they are more effective in administration or teaching
- if they encountered any obstacles
- if they challenged them in their professional environment and why
- if the non-assumption of managerial duties is due to a lack of ambitions or qualifications both in the Secondary and in other professional positions

It becomes clear that the research chosen is qualitative and specifically the semi-structured interviews because we were interested in the investigation of the above views.

1.1. Labor market and gender

Gender in this research is approached as social (gender) and not as biological (sex). By adopting this perspective, its social character becomes clear, that is, the meanings and norms that are attributed to each gender are a consequence of society and the standards that it adopts per space and time. Each gender constructs, shapes and redefines the terms of its gender, creating an identity, which does not necessarily have to be a continuum. More specifically, by the term identity we mean the ‘social structure’ of the self, the unstable and ‘changing ego’ of every human being (Ziogou-Karastergiou, 2006: 121). At the same wavelength and the neutral attitude towards the genders, it can reproduce stereotypes (Ziogou-Karastergiou, 2006: 644). A working woman who is a mother may not be able to extend her working hours because she will have to go through school to get her child. In this case, what can we do? The only thing that is certain is that to evaluate her unavailability negatively for this reason and to use it as a reason to claim that she is not consistent in her work obligations, is the least wrong. In that case, what can we do? Some possible suggestions would be:

- There should be care or some state structure that the child can remain until the mother completes her professional obligations.
- The father should also participate in this process and should not be considered the exclusive responsibility of the mother, since they are both parents.

The identification of some activities with the mother acts as a deterrent to the other obligations of the mothers and at the same time this process is not evaluated positively from a social point of view. In many school events, which concern the life of the child, the mothers seem to attend, as it is considered their own job, however this is not socially evaluated as it should be. In addition, motherhood is often a factor in dismissal and replacement by a job. So motherhood, socially, especially at the level of work is not recognized as it should be, putting women to choose and then blaming them for professional reasons (eg less experience, etc.).

It is worth mentioning the following dipole models, which although perfectly present in a very targeted way the gender identification and how it is evaluated socially. According to Julie Nelson (2007: 68), “... the mental composition of value (upper / lower) with gender dualities are as follows:

- economic / social
- independent / dependent
- logical / emotional
- individualist / altruist

- self-sufficient / insecure
- hard / soft "

The dipoles logical / emotional and hard / soft are among the most common stereotypes when it comes to the 'natures' of the genders. Women's emotionality is even linked to her physiology and is an argument for her inability to find herself in positions of great responsibility. In addition, not only men but also many women argue that a woman's nature (referring to her particular nature and needs) acts as a deterrent to the way women make important decisions.

Although most of the laws concerning equality between men and women in employment and occupation were passed in the 1980s (Ziogou-Karastergiou, 2006: 633), the inequality in terms of holding positions and access to higher incomes therefore seems that it is still valid based on biases about social roles and gender competencies. Stereotypes have such a profound effect on the lives of women workers - especially in high-ranking positions - that even when they do rise to the challenge of being valued and qualified, they are judged harshly on the basis of social expectations as to their behavior. (see bitch, etc.) or are characterized for irrelevant reasons e.g. their clothing and not for their true abilities and ambitions. It is worth noting that "... the higher the education of women, the greater its participation in the country's workforce" (Ziogou-Karastergiou, 2006: 636). This is also the reason why we will focus on education and gender, which played an important role in the way women tried to enter the labor market.

"According to Moore, the factors that affect the entry of women into paid work are the following:

- the economic structure
- the level of industrialization
- training opportunities
- the legal status for women
- cultural values
- the demographic characteristics of the population
- the age of marriage (Katie, 2002: 34).

The financial structure and financial status of a family can be encouraging or discouraging for women's work. Let us not forget that the first women to enter the labor market were working-class women, who were encouraged to work - in some cases - in order to contribute to the financial expenses of the family and the household. The level of industrialization was a determining factor for women's work, where at that time there was an explosion of female employment, which was triggered by other political and social conditions. Initially, women's

work was complementary, which is reflected in the salaries they received (Stratigaki, 1996: 34). It is worth noting that equality at work can not occur without existing in the family and social reality (Vitsilaki, 2007: 17). Education opportunities played an equally important role - perhaps even greater - as we will see women were excluded from education for years, then only bourgeois girls could follow this path, and later there was an explosion of stereotypes when girls wanted to enter the University, but also to claim their admission to schools that had been signified as 'male'.

2. Features of female employment

Feminists have sought to attribute the discrimination of women in the labor market and in employment in general to various causes. "There are two prevailing views in the international literature on the issue of occupational discrimination in the labor market occupied by feminists: first, the Marxist view argues that the concentration of women in unskilled, low-paid jobs is a result of capitalist accumulation." (Pazarzi, 2007: 36). However, this interpretation has been criticized because it has been accused of not considering the family and the gender division of labor in production (Pazarzi, 2007: 36). More specifically, this approach examines inequality purely in economic terms, ignoring the fact that the worker is not a single category and when approached in this way, ignores many discriminations suffered by women workers in the workplace. At the same time, this approach ignores the duties of the house of women, which were (and are) shouldered by women, even though they worked like men. At the same time, with the uniform reception of the concept of 'employees', motherhood is overlooked, which is a special period in the life of a woman, who has different needs and requirements. The second view of this distinction is attributed to the theory of the binary labor market, although it has been criticized because it has no historical basis and seems to place women's work at a second level (Pazarzi, 2007: 36).

Motherhood has been and continues to be a cause of social and professional discrimination (Doulkeri, 1994: 19). At this point we need to make it clear that we are not judging motherhood per se, but how it is recruited by the respective employer and what are the implications of a behavior that is essentially indifferent to the needs and responsibilities of pregnant women. Although the law explicitly prohibits the dismissal of a woman for reasons of pregnancy, as well as the non-employment of a pregnant woman (Doulkeri, 1994: 23), employers tend to ignore this by leaving out of the labor market - either with dismissal or with no choice - women who are pregnant or planning to become pregnant. The way of division of labor, which has a gender character, was influenced by the way power is distributed between the two genders more broadly at the social level, but also by the identification of women with the family (Daraki, 2007: 95).

Another paradox is the strong presence of women in education and in particular in teaching and their very low representation in senior management positions in education. Various interpretations have been made as to *why women are excluded from education administration* and can be summarized as follows:

- they attribute the responsibility of exclusion to women themselves and their choices (lack of ambition, lack of self-confidence, reduced ability to exercise administrative control)
- they do not interpret this phenomenon as a result and consequence of the wider economic structures and social relations and specifically of the capitalist way of economic organization and the patriarchal structure of western societies (Daraki, 2007: 105).

According to the first approaches, the inability to take positions in the educational scale was related to the nature of women and their inherent abilities, which were satisfactory for teaching, but were rather discouraging for the administration and organization of educational units. Management in this context was identified with male 'virtues' such as determination, self-confidence, initiative, etc., considering that all men had the natural ability to lead. The 'weak' character of women contrasted with the dynamic character of the administration. However, these theories have been criticized for ignoring women's family responsibilities and for acting as a deterrent to their pursuits, which can often be seen by women often taking on managerial positions at an older age than men (Daraki, 2007: 16). Failure to take into account women's desires for childbearing is in itself a form of discrimination in the workplace. Based on the second approaches, we see that responsibilities shift from the individual to society, highlighting how the social context shapes power relations either in terms of economy or in terms of patriarchy, where women are oppressed. The second approaches are a more accurate tool for interpreting women's non-professional development, as they highlight the importance of social norm and how it affects gender 'choices'. It is worth mentioning that while the age of 30 is a creative time period for men, for many women the question of motherhood and family integration arises. Society still has different expectations from each gender, which either increase or decrease depending on the social class, the educational level of the parents, the geographical origin, etc. "Suggestions for developing a theory that focuses on occupational segregation emphasize two main points, the first one is the analysis of the conditions under which women work and which are different from those of men, the second is the analysis of construction of 'gender' within the work process itself and the second one is the explanation of the separation of occupations into male and female "(Pazarzi, 2007: 380).

Obstacles to women's aspirations can be internal or external. These factors can influence women's decisions in relation to other conditions such as social class and socio-cultural context. "Internal factors can be considered those factors that are due to different personal characteristics and personal temperament of individuals, such as low self-esteem and self-confidence, lack of personal motivation, and lack of motivation to claim high management positions" (Daraki, 2007 : 106). However, it is worth considering not only the character of women themselves, but also how it was formed through beliefs and persuasions of the family environment. Prejudices regarding gender professional skills are also a point worth noting, as for many years women not only could not, but were banned from working in technical fields, high positions of responsibility, etc. There are studies as we will see below, where women were excluded from competitions for senior positions, even if they had the formal qualifications! It becomes clear, then, that external factors played a more important role in the way women are employed individually and socially. "External factors are those factors due to social and institutional characteristics, which do not contribute to the promotion of women in

leadership positions and mainly concern discrimination based on not only skills and qualifications, but only gender" (Daraki, 2007: 16).

Another feature of female employment is the part-time employment of women, which acts as a deterrent, even if it seems to reconcile the obligations of family life with the obligations of work. Although part-time employment brings together some positive elements, such as the requirement of minimum qualifications and a passable solution for new entrants to the labor market, it also hides several negatives such as low financial earnings and minimal or insignificant prospects (Bolle, 2007: 168). However, this working condition hides several risks e.g. Many women are excluded from positions of prestige and responsibility, while such a form of work suppresses the professional development of women and their concentration in positions of power, prestige and responsibility, which also entail better financial gains.

Gender inequality in the labor market is a consequence of discrimination in society generally. It is worth emphasizing that the discrimination that women suffer is of 2 types, the direct and the indirect:

- the direct ones are the differences in pay and the differences in the employment sectors, which more or less reflect the view that the biological differences between the sexes imply differences in work skills
- the indirect ones are those that are the result of the socially determined conditions under which women decide to work - conditions that include the social role in which they were socialized "(Maratou-Alipranti, 2007: 138).

According to Fokiali (2007: 106) in the context of the labor market it is easily ascertained that women as a whole:

- participate less in the labor market, although their qualifications are constantly being enriched
- tend to dominate in a certain range of professions and especially in areas and specializations that are socially meaning 'female'
- continue to choose -for reasons that will be presented later- forms of flexible work e.g. part-time, home-based employment, etc.
- The 'glass roof' phenomenon seems to continue to be a deterrent, reproducing the fragmentation of labor and the dipole women / low-status work and lower wage and man / work prestige, satisfactory wage
- wages, although they can perform the same as men, it is common not to take into account any differences between them either in terms of performance or in terms of skills
- are the first victims at risk of unemployment and especially in times of economic crisis, something that also applies to Greece.

Unemployment is another factor that appears to affect women the most, already aggravating their situation for the following reasons:

- bad financial situation

- abstention from the workplace
- uninsured and more exposed to diseases, etc.
- longer duration of unemployment (long-term unemployed)

2.1. The critique of classical models, the contribution of feminist models and women to the educational leadership

Shakesaft (1981: 24) pointed out that the weakness of research for women directors has a significant weakness and this is none other than the male point of view, which presents men as the norm (hence male leadership) and women (the female leadership) as a divergence. Leadership is defined in masculine terms and when the positive characteristics of men are concentrated in female leaders, then there is a stereotypical and negative attitude towards them, although in fact the behavior and tactics may be the same and the only difference is the gender. As we have seen above, the various features of men, which are evaluated positively even if they are widely considered negative or of dubious effect, in the case of women are considered unacceptable, unnatural and ineffective!

"Marxist, socialist, postmodern and post-structuralist feminism focuses on the economic and political structures of society that identify the power of being in the hands of men, maintained by the family and the culture of patriarchy" (Coleman, 2002: 9). Parents play a very important role in the reproduction of the expected gender behaviour by society. Both mothers and fathers communicate gender norms to their children and are very strict in adhering to them. Girls learn from a very early age to express themselves emotionally (eg crying), to pay attention to their appearance, to be polite, not to swear, etc. In contrast, boys learn to be emotionally repressed (men do not cry), to express their aggression (because they are boys!), to swear and to use slang more often, etc. All these aspects of gender life are cultivated by family and later friends, the media, social media, etc. On the same wavelength, the culture of patriarchy acts oppressively on the aspirations and desires of women (work, sexuality, etc.), reproducing their sexism and restrictive choices.

The feminist point of view, as far as leadership is concerned, differs from female leadership, challenging the concept of power from above, adopting a more cooperative model of leadership and a less hierarchical one. More specifically, "feminist thought perceives the concept of leadership as a masculine concept and by focusing on feminist educational leadership separates it from female leadership and defines it as an application of feminism and leadership in an emancipatory way and seeks social justice and equality for teachers and students, challenges hegemonic practices and changes them "(Daraki, 2007: 33-34). A series of changes in the sciences and in the perception of gender led to the questioning of the dominant male model of administration, which defined this process as masculine and interpreted it with 'masculine values'. "Feminist theory, the emergence of male studies, gender theory and the critical theory of organization and administration have helped to gradually yield the masculine favor of leadership as theory and practice" (Daraki, 2007: 75).

The transition from management to leadership was also important because it reinterpreted the content and values of the people who run it. More specifically, "... management practices are synonymous with hegemonic masculinity... masculine values of power, strength, superiority, rationality, certainty, penetration of knowledge, individualism, self-confidence, competition, skill, knowledge of public affairs, of control, enforcement, etc." (Daraki, 2007: 76).

Coleman (2002:2) argued that women dominate the teaching professions in most countries, but constitute the minority in management positions in education. "The timeless dominance of men in administrative positions, both in the field of education and in the wider field of employment, has contributed to the identification of management with the male model" (Maragoudaki, 1997: 276). The under-representation of women in leadership positions in educational institutions is not only a Greek phenomenon, but it is still an issue that breeds inequality and has consequences for the professional and economic future of women. The oxymoron is that women are underrepresented in a profession that constitutes the majority (Patricia, et al., 1981: 94; Carlson, Schmuck, 1981: 118). Carlson and Schmuck (1987: 124) refer to 5 types of barriers encountered by women:

- the standards / standards they must meet
- the degree of formal education required
- the priority based on age
- the experience
- the personal contribution.

Another inhibiting factor is that of experience, where women do not have previous experience, as they are not considered suitable candidates for this position, so even if they have enough qualifications, the factor of the experience affects negatively their development (Edson, 1981: 178). More specifically, Coleman (2002: 2) states that men are 3 times more likely to take over management in the secondary than female colleagues. "The educational system reproduces the authoritarian relations with the division of roles in the family and the structure and organization of the administration of education" (Maragoudaki, 1997: 272). According to Hatzipanagiotou (1997), stereotypes act as a deterrent for women teachers, e.g. that women have no ambitions or cannot be imposed on students.

This research was conducted with qualitative methods, which are considered to be the most effective in order to expand the subject under consideration. "Qualitative research is a research strategy, which usually focuses on words and not on quantification in data collection and analysis" (Bryman, 2017: 409). The purpose of this study is to explore their views on the ability of the genders to take a managerial position, as well as individual issues that may influence this decision. More specifically, the method chosen is the interview, which presents a number of advantages. The sample was selected by the avalanche method. The subjects were exclusively women 24-30 years old, graduates of (teaching) Higher education schools from different subjects, regardless of geographical origin, religion or political affiliation. In

addition, these women work in formal and non-formal education. The aim was to explore the views of young women, to see if they see evolution in a higher position and if they reproduce stereotypes of older women. The interviews took place in neutral venues and were all conducted live in Kavala, Drama, Thessaloniki and Athens.

3. Conclusion

Through the analysis of the interviews it becomes clear that many stereotypes are confirmed by younger women both in terms of the relationship between personal and professional choice, but also in terms of various aspects of their professional life. However, the wider treatment of women their capabilities in management. Some of the reasons that contribute to this ability are the way women manage the house, that they read more, are more rational than men, try harder, while for some it is a consequence of the degree of training and the changes that took place at the level of the role. (eg education, etc.). It becomes clear that the man-logic/-woman-emotion dipole is challenged in this context, as women are more 'ready' to take on managerial positions due to their rational thinking and less impulsiveness. It also highlights an important issue of change in the position of women and how this change has managed to ensure women a better financial and professional future, which is confirmed by many studies. Stella (graduate of French Philology, 30 years old), however, emphasizes that "*... until an age is not affected when you reach 30+ that you want to have a family, it is affected, the issue of time and priorities is raised*". It would be an omission not to mention two important factors, such as time and priorities. Stella's approach sums up something very common, the boundaries that an informal society sets for starting a family. Although the age of family acquisition can be influenced by various factors e.g. Unemployment, financial crisis, personal situation, etc., the age of 30+ is considered an informal period, which is associated with events such as marriage and motherhood. These limits vary from season to season, from nationality to nationality and from place to place and from what Stella shows, the age of 30+ is currently an average, which is linked to specific social expectations from both gender and especially women.

Katerina (Mathematics graduate, 30 years old), raises another important issue and more specifically states that "*... there is still the racism of women, which succeeds... when a man sees that a woman rises he wants to underestimate her and convince her that men do better... we grew up that way... mom wants us to find the carrier*". In this context, we understand that there are many biases associated with women in high positions of power. Particularly important is the response of Elizabeth (a 24-year-old graduate of Philology), who argued that: she tends to change... *if the jobs were divided things would be more ideal I have seen it in my cousin and her husband will wash a dish (irony)*". The household has always existed in Greece as a woman's space and although Elizabeth says that she sees that this phenomenon gradually seems to change the tone she uses in her cousin's example is ironic, showing that her husband can help, however -probably- implies that help is minimal and that jobs are virtually undivided. This research makes it clear that the representations of younger women do not differ significantly as far as employment and leadership issues are concerned. The

main reasons for the under-representation of women in Secondary Education Units are related to the gender norms and social expectations of the genders and society in general. Younger women may be more inclined to take on managerial roles, but the way they are raised and the importance of family and motherhood seem to be of great concern to them.

While subjects report a range of women's strengths and refer to abilities and competencies, it seems practical that most fail to see themselves in a professionally superior position, expressing reasons that are common in the literature and related to the distribution of household chores and motherhood. Raising women continues to raise issues of integration, which transcends motherhood and overlooks any other factors of development and personal fulfillment and success. Success is defined in terms of personal fulfillment for most subjects. Some subjects consider the choice of motherhood over other obligations to be imperative and a natural consequence for all women.

Clearly, such a view is very restrictive for women, as success is defined in different terms than in the case of men, perhaps forgetting that they are two diametrically opposed contexts. The issue of priorities or the balance of personal and professional life is also central and is a concern for most subjects. Important are the reports made by the subjects about the help or additional benefits that a woman should have during pregnancy and later until the first year of the child. The norms regarding the desired gender behavior seem to characterize most of the subjects under consideration, as they expect a stricter model of behavior from men and a more accessible and sensitive approach from women. In this context, non-compliance with the norm is considered negative and does not lead to the desired effectiveness. However, there are subjects who are aware of stereotypes and try not to reproduce them or try to find ways to balance certain behaviors or situations. Stereotypes have been formed and gender norms are considered for many women to be self-evident, part of their nature, issues that cannot be disputed. Consequently, it can be seen that even when women seem to be suffocating in a situation - which has been imposed on them by others or which they consider compatible with her gender - they still take it for granted and do not question it. Dispute, even if it occurs, is not enough, as while many women question the way homework or work responsibilities are distributed, for some reason they cannot change it.

Some of these causes, as the research shows, are family, fear and low self-esteem. The family and the demands for integration seem to have a significant impact on the way a woman perceives her future. In conclusion, "... the obstacles for women in the administration of educational units are the following:

- the devaluation of women
- gender discrimination
- gender socialization
- the lack of support systems
- family obligations
- lack of interest in work

- the preparation
- female leadership models ”(Shakeshaft, 2006: 500-504).

"A study of the barriers faced by women in several countries (Indonesia, China, Cyprus, Greece, Iraq, Commonwealth of Dominica, Gambria, Zambia) showed that there are similar patterns of stereotypical expectations and social and cultural expectations that degrade women" (Shakeshaft, 2006: 501). So we see that a phenomenon that we are constantly encountering in more and more countries, such as the under-representation of women in positions of prestige, responsibility and power, is directly related to the stereotypes about gender abilities, skills and ambitions. "Thus, women who hold managerial positions must work harder compared to their male counterparts to overturn social prejudices and prove that they deserve the position they hold" (Daraki, 2007: 153-4).

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