

## Chapter 2

# Opportunities and Challenges of Educated Professional Women Leaders in Environment Management

**Mercia Selva Malar Justin**

 <https://orcid.org/0000-0002-9721-1503>

*Xavier Institute for Management and Entrepreneurship, India*

**Revenio Cabanilla Jalagat Jr.**

 <https://orcid.org/0000-0002-8878-3825>

*Al-Zahra College for Women, Oman*

**Perfecto Gatbonton Aquino Jr.**

*The University of Cambodia, Cambodia*

### ABSTRACT

*The chapter intends to present the role of educated and professional women as leaders of home, how they contribute to environmental management, the opportunities, and the challenges they meet in environmental management. Educated and professional women have greater awareness and knowledge about the environmental management. In managing houses and at their workplaces they have a greater role to play. Therefore, they have greater opportunity to control environmental degradation and contribute positively to environment management. It also explores the opportunities for women to involve in various forms and levels of environmental management and the challenges women face as leaders to initiate environmental management programs. A literature review will cover the research articles that focus on the opportunities and challenges of women leaders in environmental protection and expose how women lead environmental management initiatives at home, workplace, and society. Findings revealed that workplace and society women must assume greater role to support environment management.*

DOI: 10.4018/978-1-6684-5986-7.ch002

## **INTRODUCTION**

The chapter intends to present the role of educated and professional women as leaders of home, education, corporate, society/NGO/Government and Environmentalists and how they contribute to environmental management, as well as the opportunities and the challenges they meet in environmental management. Educated and professional women have greater awareness and knowledge about the environmental management. In managing homes and at their workplaces they have a greater role to play with the knowledge and skill sets they develop. Therefore, they have greater opportunity to control environmental degradation and contribute positively to environment management. The opportunities can be well utilized to carry out environmental management activities by educated professional women. Yet, the opportunities may not always be converted to real possible actions as there could be barriers that prevent them from translating opportunities to realities. The chapter explores the opportunities available for women to involve in various forms and levels of environmental management. It also brings out insights on the challenges women face as leaders who would intend and initiate environmental management programs.

The awareness level on environmental degradation and destruction is high among educated professional women leaders. They are consistently in touch with reading and listening material that appeals for environmental protection. They are also constantly in touch with NGOs that work for and advocate environmental protection. The environmental management curriculum prescribed in graduate level also makes them clearly aware of their responsibility towards environment management. The knowledge and exposure to the need for environmental management does not always translate into environmental protection and preservation. There are several challenges women as leaders of households and as professional leaders encounter in executing the environmental management for nurturing and protecting nature. The chapter explores the various forms and nature of challenges educated, professional women leaders face in being environmentally responsible.

## **METHODOLOGY**

The chapter is written based on literature review and primary data to fulfil the various objectives of the chapter. Literature review covered the research articles that focus on the opportunities and challenges of women leaders in environmental protection in the domains of home, corporate and public life and in the professions of teaching and environmentalism. Primary data was collected from educated professional women and men using questionnaire that will bring the required data to study the opportunities and challenges for women leaders in environmental management. The primary data required for the analysis was collected from educated professional women and men across India as to how they have exercised their leadership in various domains to bring about a sustainable environment. Further, case studies of three educators cum environmental protectionists is included in the chapter.

The chapter explains how women lead environmental management initiatives at home, work place and society. Managing kitchen waste and waste water at home can be a significant way women can lead environment protection at home front. At work place women leaders can ensure that proper waste disposal, energy conservation, car-pooling, use of renewable energy sources, etc. can be adopted to protect environment. In the society women can be great change agents by volunteering in CSR initiatives and with NGOs to bring about a great transformation in the attitude and behavior of common people in conserving and protecting environment. Thus, in the three common domains and two specific professions where

15 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

[www.igi-global.com/chapter/opportunities-and-challenges-of-educated-professional-women-leaders-in-environment-management/334286](http://www.igi-global.com/chapter/opportunities-and-challenges-of-educated-professional-women-leaders-in-environment-management/334286)

## Related Content

---

### Reporting on the Bully Curriculum: Then, Now, Always

Jennifer Schneider (2020). *International Journal of Bias, Identity and Diversities in Education* (pp. 24-35).  
[www.irma-international.org/article/reporting-on-the-bully-curriculum/270944](http://www.irma-international.org/article/reporting-on-the-bully-curriculum/270944)

### Different Experiences and Perceptions of Campus Climate Among Minority Students at a Predominantly White Institution

Lucila Telles Rudge (2017). *International Journal of Bias, Identity and Diversities in Education* (pp. 40-56).  
[www.irma-international.org/article/different-experiences-and-perceptions-of-campus-climate-among-minority-students-at-a-predominantly-white-institution/169968](http://www.irma-international.org/article/different-experiences-and-perceptions-of-campus-climate-among-minority-students-at-a-predominantly-white-institution/169968)

### Review of Research of Future Teachers' Attitudes Towards Diversity and Social Inclusion

María Angeles Pascual, Susana Sánchez and María Luisa Sevilano (2022). *Instilling Diversity and Social Inclusion Practices in Teacher Education and Curriculum Development* (pp. 58-74).  
[www.irma-international.org/chapter/review-of-research-of-future-teachers-attitudes-towards-diversity-and-social-inclusion/312354](http://www.irma-international.org/chapter/review-of-research-of-future-teachers-attitudes-towards-diversity-and-social-inclusion/312354)

### "Most of the Teaching is in Arabic Anyway", English as a Medium of Instruction in Saudi Arabia, Between De Facto and Official Language Policy

Ismael Louberand Salah Troudi (2019). *International Journal of Bias, Identity and Diversities in Education* (pp. 59-73).  
[www.irma-international.org/article/most-of-the-teaching-is-in-arabic-anyway-english-as-a-medium-of-instruction-in-saudi-arabia-between-de-facto-and-official-language-policy/231474](http://www.irma-international.org/article/most-of-the-teaching-is-in-arabic-anyway-english-as-a-medium-of-instruction-in-saudi-arabia-between-de-facto-and-official-language-policy/231474)

### Responding to the Needs of Prisoners with Learning Difficulties in Australia

Jason Skues, Jeffrey Pfeifer, Alfie Oliva and Lisa Wise (2019). *International Journal of Bias, Identity and Diversities in Education* (pp. 113-121).  
[www.irma-international.org/article/responding-to-the-needs-of-prisoners-with-learning-difficulties-in-australia/216377](http://www.irma-international.org/article/responding-to-the-needs-of-prisoners-with-learning-difficulties-in-australia/216377)