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The Impact of Social Identity on BAME Female Academic Staff Satisfaction in the UK Higher Education Sector

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Abstract:

Women plays significant roles in the UK higher education sector in teaching, assessment and managing the overall activities. However, the participations by the Black, Asian and Ethnic minorities (BAME) female academicians are significantly lower than any other groups in the sector. This research will follow social identity theory which was proposed by Tajfel and Turner in 1979. Since then no research (according to the best believe of the researcher) has been conducted in the context of organisational research to evaluate the satisfaction by the BAME female employees in the UK higher education sector.

This sector is diverse with gender, ethnicity, and different backgrounds; for example, White and BAME. Due to the similarities in culture and language, there is silent favouritism among major group employees and derogation to the minor communities in terms of promotion, financial and non-financial benefits. Therefore, the white male employees are engaged in more decision-making areas than any other employees with different social identities. Consequently, the BAME female employees face unexpected behaviour at work and there is a gender pay gap that impacts on satisfaction. Moreover, there are not enough role models for the BAME employees in the middle and senior management level that this group of employees can follow to improve their performance and go to the next level.

This research aims to explore and evaluate the impacts of social identity on BAME female academician satisfaction in the UK higher education sector. The main objective is to explore and evaluate the barriers faced by BAME female academic staff in the UK higher education sector. Moreover, this study will evaluate the causes and effects of imbalanced representation by the BAME female staff and analyse the strategies to build up effective multi-cultural social identity. Necessary information will be collected interviewing adequate number of appropriate participants from this sector.

Based on the findings, this research will recommend ways to overcome the barriers of social identity, increase the participations by the BAME female employees in role model positions. Moreover, the research will suggest an empirical model of social identity in order to further improve the employee satisfaction at higher education sector by building multi-cultural social identity.