A Study on the different traits of Womens Leadership Style in India with reference to Educational Sector in Gujarat State

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Abstract

The above study is purely focusing on the identification of the different women traits that have been associated with the nature of women and that have the significant impact on their performance in the organization. The traits of women leaders are the social, loyalty, accuracy and many other parameters based on which the traits of women leaders are going to evaluate in terms of the educational institutes in the Indian context. To identify the various women traits in the educational institutes the descriptive statistics that have been used in terms of the mean score generation and finally the association that have been measured in the study for the identification of the significant difference of opinion of 100 women leaders in terms of their different traits which have the direct or indirect impact on their performance. The traits that have been covered under this particular study are Nature of Women Leaders, Recognition and Long-term Association and Enthusiastic and Positive Nature of Leader.

Keywords: Women leader, leadership style, educational sector.

Introduction:

When successful women leaders work with male and/or female students, faculty, and staff, the literature appears to argue that more fruitful developments and positive transformation will occur due to the diverse nature of ideas and experiences rather than those brought forth by gender-homogeneous leaders.

The gender imbalance in the academic world becomes worse when the emphasis switches to leadership. How many of the directors of Institutes of National Importance or vice chancellors of central universities are women?

We need to make sure that (a) there are leaders for the students to talk to and maybe imitate and (b) there is no administrative glass ceiling for women academics in order to boost the number of female students and, as a result, women academics in science and engineering.Aiming for 30% female Directors among IITs, IISERs, and research labs covered by DST, DBT, CSIR, ICMR, and DAE would be a 5-year goal in this respect.

Many organisations now allow female scientists on maternity leave to suspend their tenure clock. However, when the clock begins over, the woman scientist is already behind her coworkers who were hired with her (by years of service or publications). This suggests a postponed advancement and lower prospects of becoming Chair or Dean, roles that contribute to future Directors' visibility in some cases.This may be resolved by considering her for promotion with her recruit class, but giving her efforts throughout the review period a 3/2 multiplicative factor. The promotions committee should count a woman scientist who produced four articles over a five-year period (which included a six-month maternity leave) as having six publications, which would likely put her on level with her peers.It is obvious that such a multiplicative factor needs to be carefully adjusted depending on the discipline and the setting. By following this procedure, it will be made sure that maternity leave and losing seniority are no longer related. Such a strategy will reassure female scientists that having children and professional progress are not mutually exclusive.

Literature Review:

Chanana, K. (2022) mentioned that according to research, despite increased access for women to higher education, there are still many educational inequities that affect women faculty members. For instance, the majority of women faculty members are concentrated at the lower levels of academic ladders, and very few women hold managerial and leadership positions. Women's absence from top academic positions is not adequately explained, according to feminist researchers, by factors like the woman's "double load" and conflicts between her home and professional responsibilities. Instead, they observe that Higher Education Institutions (HEIs) have a built-in glass ceiling and are gendered in their organisational structures.In India, efforts are being made to raise the number of women employees and women in senior posts in order to close the gender gap in the business sector. These developments are often covered in the Indian media. But these changes don't seem to have affected HEIs. In response, the University Grants Commission (UGC) launched a multidisciplinary national orientation and training programme for women faculty members. The UGC program's goal was to encourage gender inclusiveness in Indian HEIs by emphasising the institutions' gendered makeup and enhancing their ability to get over internal obstacles and systemic roadblocks to career progression. The programme significantly impacted the participants and assisted in creating a wide-ranging network of female academics.A number of programme participants have emerged and taken up positions of authority at Indian HEIs, and several more are prepared to leave the "sticky floor." The objectives, procedures, and achievements of the programme in assisting Indian HEIs to become gender inclusive will be covered in this chapter.

Gandhi, M., & Sen, K. (2021) defined that the higher education sector in India is largely unaffected by gender diversity and equality in the workplace, likely because women appear to outnumber men in the teaching profession. Gender diversity and equality in the workplace have been extensively researched and discussed in the corporate sector. The majority of women in the higher education industry, according to data, appear to be relegated to middle-ranking positions. They may go as far as heads of department, deans, controllers of examination, and even registrars, but vice-chancellors are hardly ever among them. Lack of a sufficient talent pool cannot be the solution in a field that has historically drawn many women as their preferred career option.This research examines the impediments and facilitators to the advancement of female academicians into leadership positions. Additionally, it offers solutions for bridging the gender pay gap and creating opportunities for women to take leadership positions in Indian colleges. One of the first studies on women's leadership in Indian colleges is this one.

Dwivedi, V. J., & Joshi, Y. C. (2020) mentioned thatboth public and private sector enterprises benefit from good governance. Productivity and good governance are linked to maximising return on investment in terms of both time and money, as well as end-user pleasure. Productivity Higher education enhancement and quality development are dependent on institutional governance trends and

effective leadership. The leadership of Higher Education Institutions (HEIs) establishes a discipline and quality vision, as well as policies, that spread down the timeline-hierarchy.This article discusses the critical aspects and conditions for excellent governance of Indian higher education institutions that have been investigated, recognised, and discussed in many case studies and policy-making systems throughout the world (HEIIs). This is required for their leadership to improve organisational efficiency in the twenty-first century Indian subcontinent. The world's third-largest youth studying in HEIIs would make the greatest contribution to the expansion of India's economy and living standards in the twenty-first century.This will be achievable if HEII-educational leadership's productivity is innovatively translated into transformational innovation. The implications, repercussions, impacts, possibilities, difficulties, and solutions for critical concerns and challenges facing and facing current HEIIs in becoming world-class education systems are carefully explored in this work. Recommendations for 21st-century HEII-leadership are provided based on research and conclusions, and a realistic approach to quantify productivity is presented.

Akanji, B., et.al (2019) mentioned thatthe goal of this study is to see how organisational culture (OC) affects leadership styles in Nigerian colleges. The study examines the phenomena using the cultural dimensions theory (Hofstede's ideas) and the social exchange notion as theoretical lenses. 40 interviews with prominent academics and non-teaching personnel at Nigerian institutions were done using an exploratory qualitative technique. The findings show that hierarchical, patriarchal, servile, and interdependent values are fundamental elements of organisational culture, influencing the leadership styles used in Nigerian colleges.As a result of the research, it was discovered that in this setting, positional, formalised exchanges, paternalism, relational approach, and gendered attitudes to leadership were commonly used in university administration. The study used a tiny qualitative sample size, making it difficult to extrapolate conclusions. The study, on the other hand, gives a strong knowledge of cultural hegemony, framing leadership approaches that

differ from those found in Western societies.The findings of this study contribute to filling a knowledge gap on the implications of OC and its impact on leadership behaviour in Sub-Saharan Africa. In Africa, there is a scarcity of research in this topic. The study, in particular, adds to our understanding of cultural elements and informs leadership practises in higher education institutions.

Madden, M. (2011) examined form the literature on gender stereotypes, leadership style, and effectiveness is reviewed in this article along with its applicability to leadership in higher education. The literature is from the fields of social psychology and organisational development.A discussion of social psychology studies on how stereotypes influence opinions of leaders is framed by the implications of the dichotomous stereotypes of "friendly vs. competent" and "agentic vs. communal." There is also discussion on how to dispel prejudices and how to incorporate feminist principles into leadership techniques.Gender stereotypes are prevalent and have an effect on both men and women's conduct in many facets. The research on gender stereotypes in social psychology and organisational development sheds light on the ubiquitous assumptions that affect how women are viewed or consider themselves in circumstances when leadership is necessary. The perceived efficacy of leaders is impacted by gender-related differences in leadership styles. This essay examines how this literature might be applied to leadership in higher education, contrasting descriptive research on gender issues in leadership in the classroom with research on leadership in other contexts, and offering advice on how to handle stereotypical expectations.

Research Methodology:

SCOPE OF THE STUDY:

The current study examines the different traits of the women in the education sector in terms of their gender, educational qualification, age and experience which are called the different traits of women leadership style and its impact on the performance of the organization. The study attempts to identify the impact of these various traits on the performance of the women leaders on the education sector and ultimately to check the impact of these traits on the performance of the educational institutions in Gujarat State.

OBJECTIVE OF THE STUDY:

The objective for the impact of traits of women leadership on their performance and ultimately on the organizational performance are mentioned below:

To study the significant difference of opinion among the women leaders for having the impact of the traits of them on their actual performance in the educational institute.

3.3. RESEARCH DESIGN:

Explanatory research design was followed for the single cross-sectional study. The target population for the study constituted the women leaders in higher educational sector. The total population for the study constituted 100 women leaders that have been selected from the different educational institutes.

3.4. DATA COLLECTION:

The primary data that have been collected from the educational institutes where the women leaders are working on the either head position or they are working under the head different educational institute. The secondary data was collected from various books, journals, articles and electronicpublications.

3.5. SAMPLE SIZE:

Total 100 samples of women that have been taken into the study to check the traits of women leaders and its impact on their performance and as a organization whole.

Data Analysis and Interpretation:

Data analysis keeps track of how successfully your advertisements and items are selling to your target market. Your company may learn more about the purchasing patterns, disposable income, and most probable interests of your target market through data research. Businesses can use this information to forecast the number of commodities they will require, set pricing, and decide the duration of advertising campaigns.

Data analysis identifies the parts of your company that require additional funding and resources as well as those that are underperforming and should be reduced or completely removed. Therefore, data analysis is crucial in transforming this information into a more precise and useful form, facilitating the work of researchers. Researchers may use a wide range of diverse methods, including descriptive statistics, inferential analysis, and quantitative analysis, thanks to data analysis.

Hypothesis of the study:

H0: There is no significant association between the demographic profile of the women leaders and the parameters taken into consideration as a part of their efficiency.

H1: There is significant association between the demographic profile of the women leaders and the parameters taken into consideration as a part of their efficiency.

Table 1: Factor for Women Leadership Traits for Educational Institute in India

Factors	Statements for Women Leadership Traits in Educational Institute	Mean Score
Nature of Women Leaders	My leader seeks out challenges and opportunities that experiment her own skills and abilities.	3.34
	My leader sets a personal example of what she expects from others.	3.25
	My leader develops cooperative relationships among the people.	3.57
	My leader actively listens to different points of view.	2.98
Recognition and Long-term Association	My leader shows others how their long-term interest can be realized by enlist in a common vision.	3.78
	My leaders always follow commitments that she makes.	3.65
	My leader makes sure that people are always rewarded for their contributions.	3.27
	My leader gives dignity and respect to others.	3.87

Factors	Statements for Women Leadership Traits in Educational Institute	Mean Score
Enthusiastic and Positive Nature of Leader	My leader publicly recognizes people who represent commitment to shared values.	2.58
	My leader always takes risk even there is a chance of failure.	3.21
	My leader is enthusiastic and positive about future possibilities.	3.62
	My leader gives people a choice and freedom of work.	3.21

(Sources: Research Result)

From the above table for the various parameters for the women leadership traits and its impact on the performance of them and at the same time the performance of educational institute, it had been noted that for the Nature of Women Leaders, the statement called "My leader develops cooperative relationships among the people" have the highest weightage i.e., 3.57, for the factors called Recognition and Long-term Association, the highest weightage that have been given to the statement called "My leader gives dignity and respect to others" with the mean score of 3.87 and for the factor called Enthusiastic and Positive Nature of Leader the statement which have received the highest importance called "My leader is enthusiastic and positive about future possibilities" with the mean score 3.62.

Table 2: Factors for the Difference of Opinion among the demographic profile of Women leaders and the factors of their Leadership Traits

Association between the Demographic Profile of Women Leaders * Factors for Women Leadership Traits	Chi Square Value	Sig. P Value
Age * Nature of Women Leaders	24.321	0.000**
Age * Recognition and Long-term Association	22.125	0.000**
Age * Enthusiastic and Positive Nature of Leader	28.654	0.000**
Gender * Nature of Women Leaders	20.145	0.004**
Gender * Recognition and Long-term Association	34.132	0.000**
Gender * Enthusiastic and Positive Nature of Leader	30.214	0.000**
Educational Qualification * Nature of Women Leaders	29.369	0.000**
Educational Qualification * Recognition and Long-term Association	26.365	0.000**
Educational Qualification * Enthusiastic and Positive Nature of Leader	21.541	0.000**
Occupation * Nature of Women Leaders	24.258	0.000**
Occupation * Recognition and Long-term Association	31.264	0.000**
Occupation * Enthusiastic and Positive Nature of Leader	32.541	0.000**

(Sources: Research Result)

From the above table for the difference of opinion among the different profile of leaders and their traits in the Academic Institute and its impact on their performance at the educational institute, it had been noted that all the demographic profile of the women i.e., Age, Gender, Educational Qualification, Occupation etc. have the significant difference of opinion for the three important parameters for the women leadership traits that have been covered under this study. The traits of the women leadership style that have been covered under the study are Nature of Women Leaders, Recognition and Long-term Association and Enthusiastic and Positive Nature of Leader.

Findings and Conclusions:

From the above study it had been concluded that the total

three traits that have been taken into this study and these traits are Nature of Women Leaders, Recognition and Long-term Association and Enthusiastic and Positive Nature of Leader. Out of all the three women traits that have been covered as a part of the study to check the impact of these traits on the performance of the women leaders and to the organization as a whole, all the demographic profile of the women leaders are having the significant difference of opinion in terms of the impact of these traits on the performance of their personal level and organizational level.

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