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Women Leadership Issues in Institutions Higher Education with Reference to Andhra Pradesh

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ABSTRACT: The purpose of the study was to obtain deeper understanding of various issues faced by women leaders in administration of institutions of higher education. The study was four fold, to know the perception towards academic leadership, effectiveness and satisfaction towards leadership quality, skill and role, effectiveness in facing problems, opinion on barriers encountered during administration of academia. The study was based on extensive comprehensive literature review on different dimensions of women leadership and various issues pertaining to administration of academia. For the purpose of the study a descriptive analysis was done and the analysis was based primarily on the data collected from the various categories of the women leaders from different types of high education institutions. Various quantitative techniques were carried on to bring about the conclusive finding on the objective of the study. The results revealed that the good leadership capabilities, confidence on leadership role, problem facing skills and strong mind towards barriers lead to effective leadership and satisfaction in academic leadership. To conclude, the main drive should come from government initiative for elimination of gender disparities which is main root cause of women advancement in leadership.

KEYWORDS: Women, Higher Education, leadership etc.

I. INTRODUCTION

Good leaders are made, not born. Good leaders develop through a never- ending process of self-study, education, training, and experience (Jago, 1982). Women have always been looked as a caregiver and home keeper. Women being a symbol of family, they have always been home and have not been out in the other arenas of life. Women have played different roles in the family depending on their age and place in the household. Women have always stood up to assist, when there was a sudden change in society, and these moments have been recorded in history. There were important developments in education, after Second World War, in raising the years of the minimum school education and the entry of increasing number of girls and women into secondary and higher education. They wanted to wait on getting married and having children, when women started to be independent and they then had a rallying point that they have to face the issues of gender disparities, when women entered the work force. World women play an important role in today's business. They are able to lead multinational companies and implement the best turn-around strategies and proving that they are not inferior to their counterparts, but women are, still under- represented in leadership positions and tend to clustered in the lower ranks and they encounter lot of gender disparities. Study shows that, while many women were elected as representatives to various bodies but they were under-represented in leadership roles. Therefore, we hypothesises that women would not be equally represented as there are under-representation in leadership positions.

The book, Highly Successful Women Administrators: the inside Stories of How They Got There published in 1996, discussed more of successful women administrators in business and less of women in academic profession. This gave a thought to discuss why women are still under-represented in leadership positions in institutions of higher education.

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II. LEADERSHIP

Leadership studies are multidisciplinary academic field of study that focuses on leadership in organizational contexts and in human life. Leadership studies have origins in the social sciences (e.g., sociology, anthropology, psychology), in humanities (e.g., history and philosophy), as well as in professional and applied fields of study (e.g., management and education). The field of leadership studies is linked closely to the field of organizational studies. The studies of leadership have been of interest to scholars from a wide variety of disciplinary backgrounds, as an academic area of inquiry. There are numerous academic programs today, spanning several academic colleges and departments, related to the study of leadership. Leadership degree programs generally relate to aspects of leadership, leadership studies, and organizational leadership. Concept of leadership varies according to societal and organizational assumptions, however, it is traditionally conceived notion that leaders are individuals who provide vision and meaning for an institution with which the organization strives. All the institutional structures inform us that leadership within these structures are most successful (Daniel Pinnow, 2011).

BOSS OR LEADER

The position as a manager, supervisor, lead, etc. gives the authority to accomplish certain tasks and objectives in the organization (called Assigned Leadership), this power does not make a leader, it simply makes the boss. Leadership differs in that and it makes the followers want to achieve high goals (called Emergent Leadership), rather than simply bossing people around. Thus, people get Assigned Leadership by their position and display Emergent Leadership by influencing people to do great things (Rowe, 2007).

LEADERSHIP AS A FIELD OF STUDY

The study of leadership can be dated back to Plato, Sun Tzu and Machiavelli; however, leadership has only become the focus of contemporary academic studies in the last 60 years, and particularly more so in the last two decades. Some of the earliest studies on leadership include: The Ohio State Leadership Studies , The Michigan Leadership Studies, McGregors Theory X & Theory Y, Blake & McCanse Leadership Grid, Trait & Behavioral theories of Leadership, Situational & Contingency theories of Leadership, Functional Leadership theory, Information-Processing Leadership theory, Self Leadership theory, The transactional leadership, The transformational leadership.

Defining leadership: Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. This definition is similar to Northouse's (2007) Definition: Leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Leaders carry out this process by applying their leadership knowledge and skills, which is called Process Leadership and traits that can influence actions, is called Trait Leadership (Jago, 1982).

The process of leadership has Four factors: Leader, Followers, Communication, and Situation. A great leadership needs (Kouzes & Posner, 1987) challenging the system, inspire a shared vision, enable others to act, model the way and encourage the heart.

Leadership styles: Authoritarian: Managers have a position of authority vested in them by the company, and their subordinates work for them and largely do as they are told. Transactional style - Management style is transactional, in that the manager tells the subordinate what to do, and the subordinate does this not because they are a blind robot, but because they have been promised a reward. Charismatic - Telling people what to do, does not inspire them to follow. One has to appeal to them; Leaders with a stronger charisma find it easier to attract people to their cause.

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Transformational style - As a part of their persuasion they typically promise transformational benefits, such that their followers will not just receive extrinsic rewards but will somehow become better people.

Leadership and Management: What is leadership, and what is the difference between leadership and management? Leadership is setting a new direction or vision for a group that they follow, I.e: a leader is the spearhead for that new direction. Management controls or directs people/resources in a group according to principles or values that have already been established.

III. REVIEW OF LITERATURE

In this chapter, the researcher has summarized the literature relevant to the research problem by providing an overview of the empirical studies concerning the research study namely various factors connected with women leadership and issues pertaining to women leadership in administration of institutions of higher education.

CHANGING ROLE OF WOMEN IN WORKFORCE

Linda Marie Fedigan (1986) noted that there was a change in the structure of the family unit because of economic independence. We began to have more nuclear families. In such a step, the traditional role of women began to lose importance and both husband and wife have a role to play and start living on equal terms. But, at the same time, trade unions began to fight for equal wages and such demands were backed up by feminist movements, fighting for equal rights. There were mainly sexist laws that are to the detriment of emancipation of women, the authorities concerned were pressurized to change those obsolete laws and replace them with ones that are equal. Hamamsy (2009) discussed the waves of feminism, though, allowed for the introduction of women entering the workforce in large numbers, but this trend was in no way exclusively occurring in the United States. Around the world, as feminism became a stronger driving force and often due to looming economic pressures, women became united and fortified and became more involved and accepted in work and activities outside the home.

In India after independence, much emphasis was laid on industrialization. Industrial zones were being set up and incentives were given for foreign investment. Manpower was greatly needed to work in factories, because of the extensive use of machines particularly in the field of textile and clothing, thus, female labour was absorbed by this industry (Evea Dayan, 2007). In the early seventies, many women began to leave their homes and start working, thus adding to the monthly income of the family. Today more than 75% of women work in textile factories, as a result, women began to enjoy economic independence, their status in society rose and they enjoyed more dignity. The whole approach towards women changed. Women today are no longer regarded as the inferior sex and enjoy more equality (Chakrapani, 1994)

Barbara (1990) stated, over the time, the passing of centuries always brings with it different movements, transformations, and revolutions that create an atmosphere allowing modifications to take place and to hopefully remain. Additionally, wars and periods of economic difficulties also allowed for changes. It is during these and other times, that feminism and its ideas of equality for women grew in strength and determination, allowing for the transition of women from the home-place to the work place to take root. However, just because women began taking on new roles does not mean that they were completely accepted and were given equal opportunities as men. Even today, there are situations where women performing the exact duties as men are paid less.

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HISTORICAL AND SOCIO-CULTURE CONTEXTS OF WOMEN IN HIGHER EDUCATION

According to scholars (Altbach, 1999) the system of Higher education was borrowed from the European university model, which was designed by and for men only. In the history of women in higher education, the entrance of women into colleges and universities is quite late in comparison with college men. Moreover, it was a long-term development and fights for equality and freedom of the female students in higher education. Women students came into higher education with many difficulties and female students in minority groups were even later in entering higher education. The process of establishing women colleges/universities and institutions was very slow and the students were much diversified.

In the 17th century, women were perceived as intellectually inferior to men and as incapable of being educated. Chliwniak (1997) & Rudolph (1968) noted that during colonial times, a common belief about a woman was that “Her faculties were not worth training. Her place was in the home, where man had assigned her a number of useful functions”. This type of statements reflected only the male’s negative beliefs about women’s abilities and their absolute dominance over women.

In 17th century unlike their male counterparts, women were excluded from political, economic, and social activities and were limited to domestic responsibilities such as housekeeping, childrearing, sewing, and cooking (Nidiffer,2003).

IV. RESEARCH DESIGN

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy of procedure. The research design is the conceptual structure within which research is conducted. Based on Patton’s (2002) classification of types of research, Leadership has been studied using quantitative, qualitative, and mixed methods (a combination of quantitative and qualitative) research methodologies. From a quantitative psychology orientation, statistical and mathematical modeling has been used in the development of leadership scales and in testing established leader evaluation tools. Survey methodology has also been widely used in leadership research. As such, traditional methods of analysis in survey research have also extended to the analysis of survey research within the study of leadership (e.g., cross-tabulations, regression analysis, log-linear analysis, factor analysis, etc.). From a qualitative orientation, leadership research has included a host of research techniques: phenomenology, ethnography, grounded theory, interviews, case studies, historiography, etc.

THE RESEARCH OBJECTIVES:

1. To measure the perception of women leaders in administration of institutions of higher education towards leadership capability, confidence on leadership roles, success & failure on administration of academia and various barriers.
2. To identify required leadership qualities and skills and measure the level of agreement towards the leadership qualities and skills, which required for effective leadership in administration of institutions of higher education.
3. To identify expected leadership roles and measure the level of effectiveness towards the leadership role in administration of institutions of higher education.

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SOURCE OF DATA

Source of data refers to the sources of relevant information to be tapped to fulfill the objectives of the study (Ramachandran, 1993). It may be classified as primary or secondary. Primary data refers to data collected for the first time and that are original in character (Kothari, 2004). The data for this study were collected from primary sources, which constitute responses from individual women respondents from various institutions of higher education in Andhra Pradesh, and additionally, secondary sources of data were collected from books, journals, reports and web resources.

FIELD OF STUDY

This study was conducted among women senior academic members in various types of higher educational institutions. On request of the respondents, the names of the educational institutions had been kept confidential. For the purpose of the study the whole field of higher educational institutions were classified as Government institutions – government college and universities, Private institutions – self-financing private colleges and private universities.

SAMPLING DESIGN

As the research was positivist in approach, the researcher employed probability sample and Simple random sampling technique was adopted to collect samples from the universe thus identified. The data were drawn randomly from list of both government and private institutions, which comprises both colleges and universities, across Andhra Pradesh. The study is on leadership issues, so the samples are restricted to women academicians who hold leadership position such as Head of institution - Principal, Head of the departments - HODs and who sought leadership but not obtained Senior professors, as well as other key player from various private, government institutions of higher education in Andhra Pradesh.

SAMPLE SIZE

It was found from the pilot study that there were nearly 22% of gaps in leadership skills and qualities. After calculating the minimum sample size, the researcher decided that minimum sample required is 100 but the researcher decided to collect information from about 150 respondents, and only 125 questionnaires were returned.

TOOL OF DATA COLLECTION

The tool of data collection depends on the epistemological stance adopted for the research. Epistemological approach refers to the assumptions whether implicit or explicit concerning the nature of the knowledge regarded as valid in order to resolve the research question. The epistemological stance adopted for this study is positivist epistemology- one that treats knowledge as objective, verifiable and replicable (Oliver, 2005).

V. DATA ANALYSIS AND INTERPRETATION

Generally, in any research work in social science, collection of first hand information with a questionnaire or interview schedule or through personal interviews has a prominent role. The questionnaire method adopted in the present research work highlights the opinions and suggestions of the informants collected by the researcher from the selected respondents.

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PROFILE OF WOMEN ACADEMICIANS

Age Distribution of Women Academicians

Women academicians from selected institutions of higher education in Andhra Pradesh were selected for this study. Academicians of three age groups below 45-50 years, 50-55 years and above 55 years were selected. Table gives the age wise distribution of the women academicians.

Age Distribution of Women Academicians

Age	Number of women Academicians	percentage
45- years	30	24.00
50-55 years	53	42.40
Above 55	42	33.60
Total	125	100

Source: Primary Data

The details of age distribution of the women from selected institutions of higher education in Andhra Pradesh, It is observed that 42.40% of the women academicians are having 50-55 years of age, 33.60% of the women academicians are in the age group of above 55 years, and 24.00% of the women academicians from selected institutions of higher education are in the age group of 45-50 years. It is noted that most of the women academicians (42.40%) from the selected institutions of higher education in Andhra Pradesh are having age between 50 to 55 years.

Marital Status of Academicians

Women academicians from selected institutions of higher education in Andhra Pradesh were selected for this study. Women academicians are classified according to their marital status as single and married.

Martial Status	Number of women Academicians	percentage
Marries	88	70.40
Single	37	29.60
Total	125	100

Source: primary data

The details of marital status of the women academicians from selected institutions of higher education in Andhra Pradesh. Out of 125 women academicians, 70.40% of the selected women academicians in higher education are married and 29.60% of the selected women academicians in higher education are living as single. It is observed that most of the women academicians (70.40 %) from selected institutions of higher education in Andhra Pradesh are married.

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Spouse Working in Same Profession

Women academicians from selected institutions of higher education in Andhra Pradesh were selected for this study.

Spouse Working in Same Profession

Spouse profession	Number of women Academicians	percentage
Yes	78	62.40
No	47	37.60
Total	125	100

Source: primary data

The details of spouse working in same profession of the women academicians from selected institutions of higher education in Andhra Pradesh. Out of 125 women academicians, 37.60% of the spouses are not working in the same profession and 62.40% of the spouses are working in same profession. It is observed that most of the women academicians's spouses (62.40 %) are not working in the same profession.

Number of Children of Women Academicians

Women academicians from selected institutions of higher education in Andhra Pradesh were selected for this study. Number of children for women academicians are categories into four groups. None, one, two and more than two children's were selected.

Number of Children of Women Academicians

Spouse profession	Number of women Academicians	percentage
None	12	9.60
One	28	22.40
Two	56	44.80
More than Two	29	23.20
Total	125	100

Source: Primary Data

The details of number of children of women academicians from selected institutions of higher education in Andhra Pradesh. Out of 125 women academicians, 44.80% of the women academicians are having two children, 22.40% of the women academicians are having one children, 23.20% of the women academicians are having more than two children and 9.60% of the women academicians have no children. It is observed that most of the women academicians (44.80 %) from selected institutions of higher education in Andhra Pradesh are having two children.

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Type of Family of Women Academicians

Women academicians from selected institutions of higher education in Andhra Pradesh were selected for this study. Women academicians are classified with two types of family, nuclear family and extended family.

Type of family of the women academicians

Family	Number of women Academicians	percentage
Nuclear	85	68.00
Extended	40	32.00
Total	125	100

Source: Primary Data

The type of family of the women academicians from selected institutions of higher education in Andhra Pradesh. Out of 125 women academicians, 68.00% of the women academicians are having nuclear family and 32.00% of the women academicians are having extended family. It is observed that most of the women academicians (68.00 %) from selected institutions of higher education are living in nuclear family setup.

VI. CONCLUSION

To conclude, the immediate problem of confronting women in terms of their leadership is not so much that we lack the attributes demanded by the challenges facing our institutions, nor that our organisations are ill-equipped to respond to these challenges, but rather we can say it is neglected. The lack of women's leadership should be analyzed to determine the persistence factors such as gender gap, glass ceiling, and leadership style in higher education.

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