CHAPTER 2

REVIEW OF RELATED LITERATURE

Before a research is carried out, it is imperative to study the previous works which have been established on the problems which are explicitly or implicitly related to the proposed topic of research because helps set a definite plan of action. Thus, the researcher has probed several journals, books, dissertations and other sources of information to acquire relevant information. Thus, the researcher has attempted to review the literature, which pertains to the socio-cultural factors, and the emotional intelligence, which relates to the women leaders.
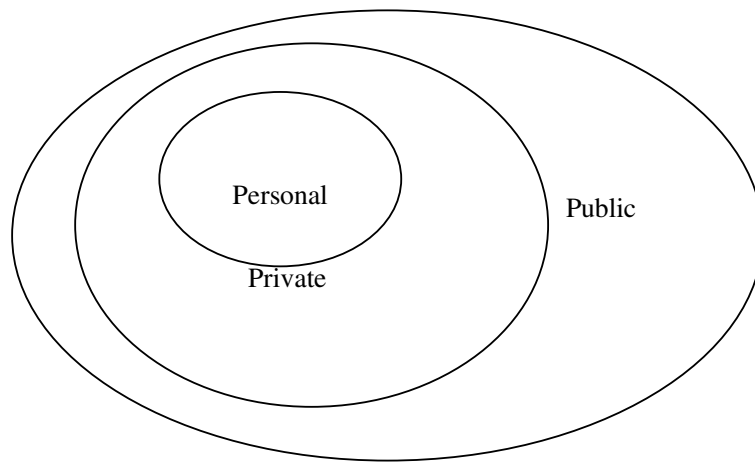
Three Levels of Leadership Model

The chapter intends to convey the three-level leadership model. This model has been crafted on the basis of several chief factors which include organizing, decision making, planning and execution, appraising, recognizing the rising talent, group building and technical knowledge in order to act as a platform which bridges the gap of understanding women leaders and administrators.

James Scouller introduced this model in the year 2011. The intent with which this tool was created was to develop the leadership in a person with respect to the knowledge and skill that they possess. It acts as a road map with regard to what they have to do. With this tool, the leaders come to realize the fact that they not only have to employ leadership techniques in their approach but have to evolve as psychological leaders.

Figure 2:

The Three Levels of Leadership Model

Source: *Scouller, 2011*

The three levels of leadership as observed on the basis of the model's diagram are Public, Private and Personal leadership. The model is also christened as the 3P models of leadership wherein the 3 P's represent public, private and personal leadership.

Trait Leadership Model

In the year 2004, Zaccoro and Colleagues designed a model that helped gauge the influence a leader trust has on their performance. This model is a derivative of several other models based upon leader traits and effectiveness (Munford, Zaccaro, Harding et. al, 2000). The model is primarily based upon two premises – the first one emerges from the fact that leadership is a skill which arises as a result of the combined influence of multiple traits, all at once, against the perception that it emerges from independently assessing traits. Zaccaro (2001) is of the belief that leadership arises owing to the combination of cognitive and social abilities and dispositional tendencies – wherein the three traits have an influence on one another.

The second premise that shapes the model is that the different traits that the leaders possess have a different impact on the leadership.

This model is based upon several stages wherein dispositional attributes, motive/value and cognitive abilities serve to be the distal attributes on which the model is based upon. These elements lead to the development of several personal characteristics like social skill, problem-solving skill and expertise knowledge by means of adopting this approach of categorizing leaders.

The model can be understood as the figure below:

Figure 3:

Leaders Traits Model
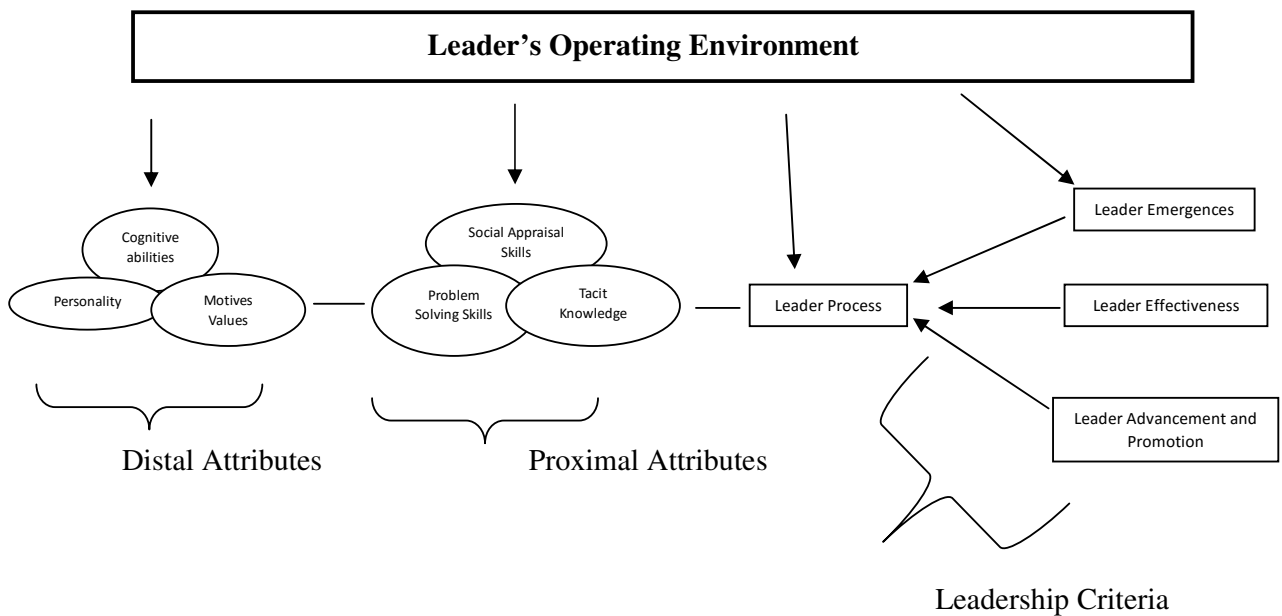
Source: Zaccoro: 2004

The factors of the tools to be made use of are divided in accordance with the purpose of the study and are inclusive of:

1.   Gendered governance (leadership and administrative) variables

2.   Socio-cultural variables

3.   Variables pertaining to emotional intelligence

Theories of Educational Leadership

Leadership is a chain of actions that are well-organized and effectively apply to achieve the objectives (Sapre, 2002) and educational leadership may be regarded as a regulation with respect to the leadership of educational institutions. Whitehead (2001) found men were unable to talk about links between their management and their gender. Man was 'the invisible gendered subjects'. It is the impression of conceptualized gender performance describes in post- structural gender theory (Butler, 1990). Women exercised similarly flexible and fluid styles. The combination of friendly support is a prerequisite, but also a certain amount of ruthlessness, selfishness and single mindedness (Ozga, 1993) Cuthbert (1984) defined educational leadership theories into five groups such as analytic-rational, pragmatic-rational, political, phenomenological and interactionism models.

The existence of many different contexts (Bolman& Deal, 1991) describe as "conceptual pluralism: a jangling discord of multiple voices." All theories have something to offer in examining behavior and events in HEIs. The context favored by managers, explicitly or implicitly, inevitably influence or determine decision-making. Griffiths (1997) provides valid arguments to brace his support of "theoretical pluralism." because all types of problems cannot be studied properly by using a single theory. Some problems are large and complex and no single theory is able of inclusive them, can say in other words, it can be better understanding by the use of multiple theories(Bolman and Deal, 1997). According to Bush (2006), the main theories are classified into six major models of educational leadership. All models are given significant attention in the literature of educational leadership by management model has formal, collegial, political, subjective, ambiguity and cultural and the leadership model has managerial, participative, transactional, post-modern, contingency and

moral. English (2002) says that observation may be followed by the development of concepts, which then become theoretical frames and researchers may use a specific theoretical frame to select concepts to be tested through observation. Kathryn and Dana (2008) Managerial leadership is focused on managing existing activities successfully rather than visioning a better future. Dressler's (2001) define collegial model that organizations determine policy and make decisions through a process of discussion leading to concurrence. Power is shared among the members of the institutions who are believed to share understanding about the aims of the organization. Lindsay and Kecia (2012) makes a fundamental criticism by arguing that it is being espoused by official groups in order to secure the implementation of national or state policy. According to him, collegiality has these features: administratively regulated rather than spontaneous and geared to the implementation of the mandates of government. Webb &Vulliamy (1996) argue that political models are that of transactional leadership. "Transactional leadership is leadership in which relationships with teachers are based upon an exchange for some valued resource. To the teacher, interaction between administrators and teachers is usually episodic, short-lived and limited to the exchange transaction"

Gender and Governance

The work published with regard to gender and governance is indicative of the fact that gender plays an essential determinant in order to assess the freedom women are endowed upon to occupy governance positions. Kulkarni (2002) examine the areas with respect to which the women are in need of improve their skills by training so as to tread on a positive path of moving and efficiently holding managerial positions. The areas; thus, pointed by the author include communication, decision making, time management skills, problem solving and confidence building. The author has also

mentioned that gendered role expectations, social stereotypes, social forces and individual prejudices lead the image of women to deteriorate and discourages them from obtaining top positions. Although, women are often looked at with sympathy and this result in difficult tasks not being assigned to them; thus, they cannot lay their hands over crucial pieces of experiences and leads them to lag behind in developing skills which could contribute them to occupy senior positions. There are several reasons why companies keep away from hiring women and this includes safety concerns, serious interruption to work due to maternity leave, child care, fewer acceptances of women bosses by male employees, and traditional stereotypes hindering women from moving to managerial assignments.

McGavin, Kezar & Carducci (2006) observed that higher education is becoming challenging, by the minute; thus, making leadership an imperative in the field. However, the leadership with respect to this front calls for different skills and a re-education among the stakeholders to become successful leaders. In the past few years, the world has seen a change in the manner in which leadership is evolved across various disciplines. Leadership is no more about being leader-centred, individualistic, and hierarchical and laying stress upon followers instead the times have changed to build mutual power amongst the team and focus on the process which acts as an aid in decision making.

A study conducted by Aycan (2004) documents the results obtained by two studies. The first study was aimed at scrutinizing the socio-cultural circumstances by identifying the gender stereotypes that are upheld by society and how they have a effect on the career advancements of the women. The study involved a sample size of 318 people – men and women – who filled out a questionnaire as a response to the question centric to the study. While the first study was quantitative in nature, the

second was qualitative and was focused on figuring out the chief elements which have an impact on the career development of women. The second study involved an interview of 52 high and middle-level managers who hailed from 27 different workplaces. Thus, the factors so gauged can be divided into three broad categories; individual, organizational and family-related factors. Women were motivated by the confidence that they possessed, the support that their family offered and the determination that they had garnered in order to better their future. However, they reported that the most notable barrier that was important for them to overcome was the cultural norms that had been set by society to set the two gender roles apart. The gender-role stereotypes and attitudes society held towards the career advancement of women influenced the perceptions that women towards themselves.

Kloot (2004) studies a case analyzing the concerns faced by three women academic managers in a university. By the end of the year all the three women had left the organization. This was because the culture was men-dominated and there was no place for feminine management values. A study carried out by Mason & Goulden (2004) was aimed at scrutinizing gender equity not only pertaining to professional outcomes but also in terms of the results related to the family – which are inclusive of childbirth, marriage and divorce. Since gender equity is often associated with the comparison that is drawn in terms of professional success obtained by men as compared to that of women, the study wanted to test otherwise as well. The study utilized the data obtained by means of the Survey of Doctorate Recipients and the data from a 2002-2003 survey which pertained to the work and family issues which were faced by the faculty of nine of the campuses of the University of California system. According to the results so obtained, it was found that gender equity was evasive in family-related outcomes as it was in professional employment; thus, this began to

question what gender equity stands for in a university setting or, for the matter, any employment setting. It is also found that women with children have a slimmer probability of obtaining a promotion. Domestic abuse is pervasive not only in heterosexual relationships but in homosexual intimate relationships as well and in terms of legal point of viewoften fails to respond to such cases. The study which is aimed at investigating the impact sexual orientation has on the perceptions associated with abuse is negligible. A sample of 252 students was made to read a summary of domestic violence and abuse incidents in which the victims and culprit varied by gender and sexual orientation. The gender of the victim and the respondent gender had a significant impact on the responses documented. Abuse perpetrated against women was held severely as against that of men and the former called for immediate intervention. Since society has been introduced to gender roles, the male victim or female perpetrator cases may not be considered as grave by the judicial system.

Leadership simply put is a process wherein a person influences a group to tread on a path by means of which all of them can achieve a common set of goals (Starks, 2015). If a woman achieves a position through which she has a positive effect on the environment and the decision-making and if she is proclaimed as a leader then such a leadership is termed as women leadership. The researcher of this study has involved women who have occupied management and administrative position,for instance the females who have been elected as the HODs in higher education fields.

Miller, Kerr & Reid (2004) stated that women are facing a glass ceiling; however, people have come to terms with the fact that it would be better for a workplace to be diverse with regard to the gender. Although, women are coming to power and their representation in the workplace has been increasing – they take a very

feminine approach in what they are doing. On the other hand, men are considered to be confident, ambitious and independent.

Women and minorities face a lot of struggle in order to gain access into administrative positions in the academic fronts and this is because there is an absence of professional networks and mentors who will allow them to do so (Searby & Tripses, 2006). The study conducted by the authors involved 14 women who were a part of a mentoring conference which was sponsored by a women's administrative organization having its presence throughout the state. Towards the end, the authors have tried to address the conflicting feelings experienced by pupils for seeking a mentor in tandem with what implications do women's professional organization undergo when they attempt to develop a culture which is rich in mentoring. The authors were also of the view that in order for women to leverage from increased access to mentoring; other common stereotypes must also be done away with.

According to Thomson et al. (2008), if a workplace accommodates three women in leadership positions then the probability of the staff becoming supportive of women leaders, increases. While the European Economic and Social Committee (2009) is of the view that women tend to be under-represented no matter what leadership position we speak of. It has; also, been found that the companies which have a strong representation tend to perform better in terms of the finances as well. As it can be observed from how the dynamics have changed in the past 50 years, Indian women have come a long way and have developed themselves, holistically. Gone are the times when the leadership roles were occupied by males alone. With the passing time, women have begun to challenge the ideas of the males which had led to the formulation of the archaic policies. Despite the fact that women have taken a huge leap in the academic front, they still continue to face an incalculable number of

problems when it comes to the field of research. Thus, Kulkarni & Bakhare (2011) conducted a study which would help bring the hypocrisy of the society into the limelight because of the attitude the society has towards women leaders. The data was accumulated on the basis of a questionnaire which was subjected to women in leadership positions to answer. The study drew a comparison between male and female leaders concerning their leadership traits, performance as well as a policy matter.

Furthermore, a paper by Odhiambo (2011) was undertaken in order to assess the way in which leadership has been gendered in the modern universities of Kenya. The author was of the view that the feminism prevailing in Africa makes it easier for men and women to be open to discussions with one another; thus, making space for a holistic perspective to exist and provokes them to do away with any sort of existent gender disparity. To conclude, the author suggested an overhaul in the policies both at national and local levels to increase the participation of women in decision making and leadership in higher education levels in Kenya.

Hillier (2012) has observed the trend wherein an increasing number of women have become a part of the workforce in Canada over the past half-century. While the employment of the female gender has increased, their representation in leadership positions in the academic front remains an unanswered question. By employing a feminist theoretical perspective, the researcher has aimed to understand the experiences of the current and motivated female educational leaders. The study has recorded the experiences of ten female educators out of which six are in aspiring positions while four of them have achieved the desired positions. The data from the interviews and the Likert-scale survey has given an insight into four trends which have an impact on basis of gender relations and they include mentoring opportunities

and access to resources, women's work relationships, and the intersection of work and family, and gender politics. The study draws attention to the experiences that women undergo while they are employed in educational leadership positions; thus, helping the stakeholders understanding the methods by means of which gender justice can be obtained.

Bhuvanalatha (2013) attempted to gain a comprehensive understanding with regard to the issues that bug the women leaders in the administrative posts secured in higher education. The author wanted to probe into the perception held towards academic leadership, effectiveness and satisfaction the women held with regard to the leadership quality/role/skill, the effectiveness with which the sample faced the problems and opinions held with regard to the problems encountered with regard to the administration of academia. The findings obtained from the study revealed the strategies which could be inculcated to remedy the problems faced by women leaders and it also increased the perspicacity with regard to the crucial factors which have an impact over the administration that women exercise. The author was of the view that if the problems that women are being met with were handled with good leadership capabilities, confidence in a leadership role, problem facing skills and strength then the issues could easily be combated and the satisfaction with respect to academic leadership increases. However, the researcher; also, mentioned that the government must assume a role to eradicate gender disparities – the root ailment having an impact over the progress of women's careers in leadership.

Despite the fact that the world is slowly – but surely – becoming progressive, women continue to be underrepresented in leadership positions with respect to higher education. Women are often introduced to a glass ceiling – a result of the debate of femininity associated with women – which keeps them from their progress,

discouraging them to pay heed to their qualifications, to continue on a path of skill development and to make a plan which is going to help them head leadership positions at higher education levels (Turner, Norwood & Noe, 2013). The problem has seen the light of the day, previously, albeit there is little literature which will help women escapes this labyrinth. In order to remedy this situation, the authors have made it a point to identify the skills which are going to help women and have suggested strategies which are going to help women in recognizing and developing the skills which will keep them going in the longer run. Thus, the authors are of the view that women leaders need an insight into the problems that are keeping them from the path of growth and once they are exposed to tactics, they would be able to attain their goals and will become proficient at what they intend to do.

A study conducted by Abolade (2014) which involved a probe concerning the impact socio-cultural factors have on the leadership quality exercised by male and female leaders and to the extent, it can affect the organizational effectiveness in the workplace in Osun State, Southwest Nigeria. Five organizations were particularly selected and from each workplace 30 participants were selected at random; thus, making the sample size 150. The study revealed that the instinct of the mothers can help bring about organizational effectiveness while the authoritative methods practised by males fail to do so. It was also found that the staff-centric nature that females exercise lead to an increase in the job performance of the employees. It was also found that the way female leaders assure the ethical values stay in their place lead to an increase in the success of an organization. Thus, the outlook that females possess will be rewarding for the workers and the workplace.

A study – wherein the examination was carried out on the mixed method approach – conducted had a sample size of 187. The findings of the study stated that

the course of action these women primary school principals took with respect to their careers was dependent on societal culture and responsibilities, the intersection between women's age, sex and the location of schools and professional development. These themes recur time and time again in several circumstances indicating that the nature of this problem is pervasive throughout the thought process of women principals. It can be observed that patriarchy is deep-rooted in the Cypriot society; thus, setting a statement that women are meant to take care of children and homes. This increases the burden women face when they work in professional positions, severing the discrimination women tend to face (Karamanidou & Bush, 2017).

Khuong & Chi (2017) recorded the responses of a survey in order to conduct a study which was focused on understanding the impact corporate glass ceiling factors on the commitment female employee's exercise in their organization. The sample size of the study included 308 female employees who hailed from industrial zones and office parks. Glass ceiling refers to the invisible barriers that women face in their day-to-day and these barriers are the ones that keep them from climbing high on the various rungs of the corporate ladder. Given the situation that women face in the corporate world, the study concentrates upon the problems women face in their corporate climate, practices and culture. The data of the study were analyzed by means of a quantitative method and the findings of the study hint at the fact that a glass ceiling does exist in the corporations that operate from Vietnam. It can be observed that the problems women face in their work life is three dimensional and these are inclusive of the work environment, career progression and growth, and management perception. In addition to this, it has also been observed that family support or gender roles play a significant effect on women. The aforementioned study has also revealed that there is a close association between glass ceiling related factors

and the organizational commitment women employ. Thus, the higher the levels of glass ceiling factor the lower the female's organizational commitment.

Gendered Governance

The reviewed research studies are presented on gendered governance variable as follows:

Planning, organizing and execution

Johnsrud (2002) had a look at the quality of work life at colleges and universities. The study revealed that if colleges and universities ignore the quality of work life that the faculty members face then it has to pay a price in return. The senior administrators of these educational institutions tend not to prioritize the effort that is required to improve the work-life since they have to handle both the internal and external challenges that the establishment faces. However, it would be the best for them to attend to these concerns to increase the productivity of the staff – since the quality of education that the organization would dispatch is entirely based upon them.

McKinsey (2007) in their study Women Matter reports the link between the presence of women in management and the organization's performance. Later, in their extended study Women Matter (2008) the company reports how female leaders improve the performance of the organization through their leadership styles. The report concluded that female leaders can give companies an effective competitive edge.

Kleihauer et al., (2013) were of the view that there exists a disproportion in the number of women who occupy leadership roles as compared to the number of men. To collect the data pertaining to the study six women who were in the positions of deans in agriculture were interviewed. They were surveyed to find the impact their personal expeditions have had on the development of their leadership styles. The

results of the study revealed that their leadership role was not restricted to the education and work experience they have attained in the past, but it was also based upon their gender, the perception of people with regard to women, fairness and power. It was also found that each woman – part of the study – exhibited a trait or the other which led them to increase the effectiveness with which they assumed a leadership role.

Lahti (2013) employed qualitative research tools in order to collect data; thus, four women who occupy higher positions in renowned Finnish organizations were surveyed. In addition to this, online questionnaires were shared with other women who are employed in similar positions. The study exposed to view the various factors which contribute to the underrepresentation of women in managerial positions. The factors were divided into three categories – societal, organizational and individual. By incorporating these issues, it was found that factors like gender roles, the culture at the organization and the perception of women shape the path of women's managerial career. Organization were said to have a dominant role to play in this aspect since the promotion of the female is in its hands. It was also found that the probability of a woman assuming a leadership role varies in accordance with the sector they are employed in. Thereby, it was found that the impact of a division of the Finnish labour market in correspondence with the gender leads to a downshift in equality and the career development chances of women.

Executive management levels within high education witness a gender imbalance despite numerous initiatives being taken to increase the number of well-prepared women leaders (Shepherd, 2017). The author's study has given reasoning to the figures of deputy and pro-vice-chancellors who were appointed to the pre-1992 English universities. The findings have challenged the under representation of

women owing to the lack of confidence or ambition which leads them to opt out of applying to the top jobs. The study has shown the problems associated with the selection process have classified them into three broad categories of mobility and external career capital, conservatism, and homo sociability. The study concluded on the note that fixing the number of women in the organization is not going to redress the situation that the women continue to face.

Problem-solving and decision making

Hora (2014) identified the status that the women enjoyed in Bedele town administration and also studied the factors which acted as a hindrance in their participation in the public. The survey method was utilized in the study to gather the relevant data. In order to conduct the study, out of the total employees that existed in the Bedele town administration, 108 were selected by means of a systematic random sampling method. They were asked to answer a questionnaire which consisted of open-ended and closed-ended questions. 103 people of the sample responded to the questionnaire. The mayor of the town and the Women Affair Office head were interviewed to consolidate the data. It was found that a majority of the women had an educational status which was at par or lower than a diploma and they held positions which did not involve decision making or leadership. The barriers obstructing women; thus, observed included socio-cultural attitudes, lack of experience to become a part of the decision-making facility, the burden of the domestic responsibilities, negative attitudes with regard to the women ability to lead and govern and lack of a role model. It was found that if an appreciative environment was crafted, then the women will be as effective a leader as compared to their male contemporaries. The study recommended that there must be a sense of encouragement towards women's leadership and decision making roles.

Polka et al., (2014) conducted a gender-based scrutinization of the decision making and problem-solving of administrators while probing into the contemporary dilemmas faced by leaders. The data is based on the responses recorded by 258 supervisors of K-12 school districts from Delaware. The authors of the study had conducted 18 comprehensive interviews, in person, by selecting superintendents who gave a response to the quantitative survey so administered. The results of the study will prove to be crucial for the university administrators, aspiring superintendents, individual superintendents and state administrator license agencies to become acquainted with the various issues that perpetuate in the educational leadership front and the professional dilemma they may have to face while they commence a journey involved to improve the standard of education in the United States.

Ademe & Singh (2015) have had a look into the factors which acts as a bridge or a barrier when it comes to women taking part in leadership or management roles – in order to comprehend the underrepresentation of women in various higher education institutions in Amhara region by means of a mixed research approach. The authors administered the study in three universities inclusive of Bahirdar, Gondar, and Debremarkos. The data for the study was gauged by means of a questionnaire, in-depth interview, and staff profile data from the human resources offices of the said universities. The data was gathered by interviewing a total of 414 staff members out of which 321 were males and 93 were females. As per the sample size and the data collected, it was observed that women had a marginal share in the staff and stood at 11.9% of the workforce despite the policy stipulating that their share must rise to 20% by the year 2014-15. From the findings, it was understood that even lesser women were a part of the leadership positions and made for 7.1% which is way below the stipulated standard of having 30% in decision-making positions. The factors that

contribute to women becoming a part of leadership positions include self-esteem, self-confidence, assertiveness, conducive organizational environment and networking opportunities. On the other hand, the factors, which are making women pull back from such positions, are low academic qualifications, lack of a support system at work, stereotyping, patriarchy and lack of a role model. It was also found that women are often not taken into account when it comes to making decisions with regard to academic matters or issues that concern them. Therefore, the authors called for gender parity in leadership positions by motivating, empowering and involving an increased number of women in the decision making procedures to diminish the gap that women tend to face in their workplaces.

A study conducted by Titus, Sengupta & Madan (2017) aimed to have a look into the decision making powers exercised by women. It was analyzed on the basis of four factors, which are categorized in accordance with two broad parameters, which are inclusive of the level of involvement and the willingness to be involved, that the women display. The result of the study, like all others, disclosed the difficulty that women have to encounter while they are indulged into the process of decision making. They are usually required to get their decisions ratified by either their husbands or parents with regard to a wide variety of issues – while making sure that none of their decision has a negative impact on their homes. The authors found that this trend that women are following has led them to compromise their self-interest against the interests of the society or their homes.

Jones & Johnson (2018) delved into perceptions of seven community college leaders. The researchers were driven by two research questions which dealt with "how do community colleges use anticipatory leadership to respond to internal and external changes?" and "How do community college leaders use anticipatory leadership

principles for problem-solving?" The answers recorded with respect to the first question signaled towards an increase in networking, proper data analysis and staying up-to-date with the current affairs, an increase in the willingness of leaders to take calculated risks, and effective communication to respond to changes that occurred. In order to address the second research question, the answers so recorded included analysis of data to identify and close gaps that might have emerged in institutions and a reduction in the need of employing reactionary leadership practices while exercising the anticipatory leadership style. The results recorded helped gain an insight into a positive stance with regard to implementing anticipatory leadership to respond to changes, effectively. Thereby, the leaders must have the skills to utilize the data accurately to make decisions, be informed about the knowledge trends, take calculated risks as and when required and communicate adequately.IE University (2018) acknowledges that female decision-making power could result in a fresh strategic orientation that differentiates from plans that are solely formatted by male teams.

Group building and connecting

Personal interviews of 140 female administrators in 81 organizations were conducted by Kaila (2007) by means of an open-ended questions-based questionnaire in order to come to term with the problems women face and the ways in which they impacted by them. By analyzing the data so obtained, it was found that women faced problems of meeting deadlines due to the time constraints that existed in their purview. The same set of women found the existence of internal politics between their colleagues, lack of communication, and clashes with their superiors taxing. The negative attitudes of their subordinates gave an impression to the superiors of the women that the women were not able to handle their subordinates. The women went

through a lot of confusion since they were unable to devise the problems which led to this behaviour of their subordinates. These women often neglected their family life in order to maintain a good pace of work and this led to a lack of communication amongst their family. The result was an increase in work pressure and anxiousness.

Tomas & Castro (2013) focused on analyzing the manner in which women manage research teams and to do so they carried out fifteen interviews out of which seven were conducted at the Universidad de Barcelona and eight were administered at the Universiat Autònoma de Barcelona. The study assessed the behaviour of women with regard to five factors, individual factors, the system of relationship, training leadership, internal management of the group, structural constraints of team management. The data were analyzed by means of MAXQDA software. It was found that women tend to form teams which link together and thereby create a pleasant working environment. This leads to an increased capability of creating an unbeatable academic and scientific performance.

<div align="center">**Socio-Cultural Context**</div>

Family support, responsibilities, and conflict

Budhwar, Saini & Bhatnagar (2005) conducted a study wherein they surveyed six women who occupied managerial positions in six companies which were randomly selected. As a result of the surveys, it was found that women who geographically hailed from India were willing to work away from homes in order to pay heed to their ambitions and meet their economic needs. Women who belonged to the latter category were from lower socio-economic strata; while women who prioritized their careers were from the upper middle class. It has been witnessed that women who had access to higher education were more in need of a great degree of independence and owing to how career oriented they are – they want to instantly

climb the various rungs of the organization ladder. Apart from this, the authors also ran an interview by means of which they found that 40 per cent of the female students in India is studying in management institutes in India; however, the similar scenario as observed in the 1980s accounted for 5-7 per cent of women studying in management institutes. Also, the interviews allowed an insight into the biggest challenge that women face and that is striking a balance between their roles of organizational managers and housewives. It was also found that women experience a lot of stress owing to the pressure that mounts upon them in order to prove themselves in the field that they are occupied in. Nonetheless, the rate with which information technology has been developing – it has helped women become empowered to move out of their households and tread on the path of career development.

Kirkman, Lowe & Gibson (2006) are of the opinion that the leadership skills exercised by a person and their administrative qualities will be dependent upon the social setting. In order to make any advancement in terms of leadership, it is important to have a closer look at the cultural systems.

A study conducted by Marshall (2009) gauged the answers of a group of seventeen female administrators with an aim to investigate the under-researched group by means of an inquiry method in order to know their perspectives. All the participants so involved in the study were passionate about their work as well as their homes. The women were of the view that it was difficult to pave a career path while having to handle children; however, once successful this allowed them the opportunity of college and university administration. The women who were a part of this study were pioneers in doing what they did and were the first ones to strike a balance in their careers and families in an administrative rank in the college. They chose to go ahead with the roles they were offered without having thought twice about

what was awaiting. They had hardly any role models – who had questioned the status quo or the ones who negotiated work-family benefits – to look up to; thus, this task was to be carried out by these trendsetters. Thereafter, these women began a conversation with regard to the work-family issues women tend to face.

Kirai, Mrgaret & Kobia (2012) in their study on Barriers to women career progression in Kenya's Civil Service collected data through descriptive survey method. Around 324 women in middle and senior leadership in selected government ministries were surveyed through a structured questionnaire with Likert scale questions. The study found that socio-cultural beliefs has a considerable effect on the career growth of women. Women are having tremendous responsibilities for domestic work and children care. The inferiority of women is created by cultural factors. The socio-cultural factors affect females' educational prospects. Furthermore, interviews with women managers concede that early marriage, number of children and the multiple roles of women have bounded their career advancement and opportunities.

A study conducted by Nath (2014) scrutinized the present picture of higher education and women participation in India. The paper was focused on figuring out the factors which lead to an increase in the women participation in higher education as well as called for the need of doing so. The study indicated that the growth and development of the study can be delineated by means of the level of education and literacy of a country. It also revealed that women have just as much as power as men do; however, they fail to employ it because of several reasons. Since the society that we are a part of is patriarchal in nature – females rarely get the opportunity of voicing their opinions. In various cases, it is the male figures of their families – like father or husband – who hinder the woman's growth and keeps the confined to home even when they are in dire need of obtaining a formal education. The study recommended

that it was necessary for us to bring about a change in our thought procedures and do not regard women as mere machines of reproduction – since they are humans, too – thus, recognizing the capabilities that they embody.

Cultural beliefs

Majanja & Kiplong (2003) found that social norms of various countries keep women from working outside their homes. Women who do acquire an opportunity to be professionally employed tend to be strained by their domestic responsibilities; thus, impeding their career advancement prospects. While they carry the burden of so many responsibilities all at once, they tend to take a slower trajectory towards leadership positions.

According to Shah (2009), women are not always fairly evaluated and because the society considers them to be a weaker gender – the former tends to exercise a lack of trust in the latter. The criterion on the basis of which appointment takes place is stricter for women as compared to that for men. Nguyen (2007) is also of the view that since society has imposed various gender roles, women tend to hold onto them firmly; thereby, they restrict their participation in social activities.

Mungiria (2013) conducted a study which was meant for investigating how the socio-cultural aspects of the society are acting as an impediment in the progress women aim to achieve in terms of their leadership positions, and decision making and conflict resolving abilities. Despite the fact that there are several other factors which have an impact over the decision making and conflict resolving skills – socio-cultural factors remain the chief factor. The purpose with which the author conducted the study was to have an insight into the factors which have influence women participation as far as decision making and conflict resolution is concerned. The study was guided by several research questions and the sample size of the study included

more than 100 respondents. The data was gathered by means of formulating a questionnaire and the responses so recorded were scrutinized by means of using qualitative and quantitative data. The results so obtained revealed that women often consult their male counterparts since they were of the view that leadership roles are meant for males to occupy. The author also found that society had set men as the precursors of the decision making roles and accounted women to hold positions of mere spectators – since the community is often given the power of allocating gender roles. It was also found that women have restricted access to information. According to the findings, the author recommended that such socio-cultural factors which are having a grave impact over the decision making and conflict resolution abilities of women must be done away with.

Nchabira (2013) carried out a study wherein she obtained the data by means of a descriptive survey targeting a sample of 324 women who were in the middle and senior management posts in government ministries. The questionnaire was based upon Likert scale questions in order to record the response of the participants. The study found that socio-cultural beliefs have a great impact on women's career advancement; thus, hindering their inspiration to be put into better positions. Women are usually conferred the responsibility for taking care of domestic work and childcare–this workload is de-motivating: thus, pushing women out from the professional world and allotting them inferior positions. These factors have also acted as an impediment with regard to the educational prospects women hold.

Shidiye (2013) conducted a study wherein he surveyed a total number of 30 people. According to the responses it was found that a majority agreed to the fact that the socio-cultural factors were a hindrance for women while husbands were rather threatened with the prospect of their wives joining positions of leadership. The

pressure which is borne by women with regard to taking care of their families and homes keep women away from leadership positions. Therefore, rendering women with a thought that they are incapable of balancing the family responsibility and leadership position.

Masiaga & Namusonge (2016) designed a study which employed quantitative and qualitative research methods in order to come to conclusions with respect to the data so obtained by means of the survey. The authors were of the belief that this format of the study was apt because it meant that the exploration of the data collection and analysis process would become simplified. The sample size of 317 people who hailed from 1802 households was a part of this study. As a result of the study so conducted, it was found that the women who belong to the Kuria region were still dedicated to the traditions and the culture the region was home to – which acts as the major governing system for the women. This has led to an impact on women's socio-economic growth. Therefore, it can be derived from the study that culture acts as a negative influence on the economic development of women. It was also found that culture impedes the health of women since 29.3% of it leads to an inconsistency in their socio-economic empowerment.

Yadav and Yadav (2017) conducted a study and interviewed a sample of 32 working women employed in higher education institutions based in Mahendergarh, Haryana. The interviews were meant to obtain the qualitative data while stratified purposive sampling was relied upon in order to acquire quantitative information. The study focused on 5 socio-cultural dimensions which included meaning, managing energy, connecting, positive framing and engagement. The study found that the women who did not hold any administrative positions were of the view that they were well-versed with the strengths that they embodied; however, they were willing to take

various risks in order to uplift the organization that they are employed in. The women who held leadership positions, on the other hand, were of the belief that it becomes tedious for them to manage all the responsibilities, at once. However, they carried their tasks out with optimism and felt that they were held high in regard when it came to decision making tasks. On the other hand, the data collected revealed that women were not considered to be an option to head leadership roles.

Jayaweera (2010) conducted a study which found that the education of women is not positively linked to the economic, social and political empowerment of the women. This occurs due to the existence of gender ideologies and because of social and economic constraints. The study had a look into the factors which have erupted from education and social and economic structures. Also, the author had a look into the gender roles that had been put in place by society in order to hinder the empowerment of women – even in their homes.

Bano (2014) attempted to scrutinize the status of women, with respect to their economic and social conditions, in the city of Varanasi. The author also analyzed the impact of the socio-economic status on the decision-making process. The 600 respondents of the study's sample size were interviewed and presented with a questionnaire. The gender differences which have birthed out of the minds of the people inhabiting a patriarchal society have led women to suppress their decision-making abilities. It has been observed that the role and responsibilities that women can administer have been limited to a particular sphere. Thereby, the study concluded on the note that women's decision-making ability is usually affected by the socio-economic status that they uphold. In order to combat issues like these – the need of the hour is to create awareness with regard to gender-sensitive issues by means of various programmes.

A study identified women empowerment and education as the indicators of the holistic development of women (Ghara, 2016). Education, in this context, is inclusive of increased access to technical and vocational education and training, higher education and research while assuring a certain standard of quality. This study was carried out in order to examine women participation which was examined by means of women higher education institutes and women enrolment as compared to the population. It was found that the women participation – in terms of administrative positions and enrolment for learning – in higher education was increasing in almost all the states. However, the rate of increase so recorded was relatively slow. The enrolment of female students was dependent upon the number of female teachers in the institute. The study also found that there was still a dearth of higher educational institutes especially for women in rural areas. While the enrolment rate of women is less than that of men.

Reproductive health

Carli & Eagly (2007) are of the view that as soon as women take the decision of having a baby and go on a maternity leave as per their rights – bosses become of the opinion that women are less committed to their jobs as compared to men and are also willing to stick to the career paths they tread on. Hillier (2012) found that despite the stipulation of the laws in Canada which keep the employers from discrimination against individuals with respect to firing or hiring or manipulation of the terms and conditions of the employment on the basis of attributes like pregnancy.

Work distribution

Marie (2008) emphasized the role played by Black women in the social movement demanding an equal opportunity in the academic front for the people of colour. While they intended to bring about a revolution, they were vulnerable to the

ideologies of sexism and racism that pervaded through society and higher education. The chapter assesses the social justice and career of 12 Black women leaders in Black colleges and universities in a south-eastern state and how they – on the basis of their experiences – positioned themselves as educational leaders to develop the educational facility for the Black community.

Longman & Madsen (2014) in their book have made an attempt to scrutinize the issue of gender in higher education level; thereby, fetching ample empirical attention. The book has specifically been focused around the college and university leadership observed in the United States and describes the role women play in these positions. The provided information with regard to various horizons that remains unexplored in the realm of female leadership.

Rao (2017) study provides an insight into the economic, social and political importance that Indian women hold with respect to the globalization era. The study further discusses the role women play in the operation of the Indian economy. Despite the fact that job opportunities for females are in abundance owing to globalization being at peak, women continue to be employed in organized sectors. Having gone through various studies, the author recommends improvement in the participation of women in the workforce. The study goes ahead to analyze the impact globalization has on women and assesses the impediments women face in their advancement. Thereby, the author criticizes various social, economic and cultural factors for hindering women to advance in academic fronts. The study found that hardly any women who have achieved higher education have climbed the career ladder and achieved leadership roles while an enormous number of women continue to face barriers from their institutes and cultures. The study has also dealt with emerging

challenges and has made recommendations with regard to empowering working women.

Workplace culture

Experiences of six women leaders were studied with regard to finding out the way women held leadership positions and what were their perceptions with regard to holding such a position in higher education in Vietnam (Le, 2011). 5 out of these 6 women were head of departments at a technical university. The findings of the study revealed that the workplace culture was a decisive factor with regard to how the women exercised their leadership responsibilities and were a major reason behind the poor representation of women in such standing. In accordance with gender roles, women tend to have more responsibilities and that it makes it harder for them to balance their work at home and their leadership positions. The sample of this study was burdened with work as well as the domestic duties. The meritorious standing that they were hoping for caused a lot of complications for them to deal with in their lives. Despite the difficulties that the women faced – they proudly embraced the leadership styles that they employed. The norms established by the society, gender roles, biased selection processes and stereotypical tasks led to a decline in the self-confidence women possessed. In conclusion, Le (2011) was of the view that in order to turn this situation around, a cultural change must take place. However, for such a change to occur – it is necessary for the authorities, policy makers and organizations to take some action.

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Emotional Intelligence

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Emotional intelligence is applicable as far as educational leadership is concerned. The attribute is inclusive of management of emotions, self-awareness, and empathy, motivating oneself, and handling relationships by helping others manage

their emotions. Literature suggests that a lack of EQ skills leads to ineffective management of the team; thereby, having an impact over the interactions of the team. Past researches also signal at the fact that the individuals with the best networking skills often are the most effective performers in large organizations. Having understood these pieces of information, Mcdowelle & Bell (1997) have been of the view that leadership training programs must be targeted at bettering the EQ knowledge base of the people. Internships must act as a platform by means of which opportunities for teaming, networking, negotiating and conflict managing are offered. The report, towards the end, discusses how East Carolina University has gauged the need of developing EQ skills amongst its leaders.

Adaptability

Moore (2009) is of the view that in order to bring about an overhaul in the current situation and expect excellence–the administrators must develop and showcase a high emotional intelligence. Once the leaders develop a sense of emotional intelligence, it provides them with the opportunity to work towards a common goal and that is an improvement of the vision of their school– maintaining a focus on high achievement of the students and creating a culture based upon trust and respect. The relationship between emotional intelligence and effective leadership is robust and, as well as institutions of higher education must try to consolidate the policies accordingly. It has been established in the past that emotional intelligence is linked with the work success of leaders in the business world. However, little to no studies can be found with respect to the relevance of emotional intelligence upon educational leadership.

Cliffe (2011) examined the relationship between emotional intelligence and educational management and leadership by means of recording the responses of 7

female secondary school administrators. While, the author established a positive correlation between the two – since the head teachers were able to channelize their emotions intelligently. Cliffe (2011) has also observed the negative aspects of emotional intelligence.

A study conducted by Randstad US states that women acknowledge that teamwork and technical knowledge in combination with flexibility and adaptability are the skills they require to run an enterprise, successfully (Brook, 2012).

Sociability

One of the differentiations between the educational institutions of the males and females is in their expression of emotions. Females outperform males significantly on empathy, emotional skills, and emotional-related perceptions and on the perception of emotions, such as figuring out the facial expressions (Kafetsions, 2004). Likewise, Dunn (2002) revealed that females exhibit better empathy, social responsibility, and interpersonal relationship than males.

Akao (2008) made an attempt to study the experiences of female faculty in leadership positions in the secondary schools of the Soloman Islands. The researcher conducted an in-depth interview of eight women – out of which five were principals and three were head of departments. The women mentioned that there were several issues they faced while they were in their positions and these were with respect to the discriminatory attitudes of people, the influence of patriarchal norms and so forth. They mentioned that it was difficult for them to stand up against these views; thus, the researcher suggested an overhaul in the existing standards.

Self control

"Emotion regulation" is a concept that depicts an individual's capability to adequately administer, guide, handle and acknowledge to an emotional experience.

Individuals subconsciously use emotion regulation strategies to survive difficult situations throughout their lives (Rolston & Richardson, 2016).Kring & Mallinckrodt (1994) state that women express their emotions more effectively than men. Furthermore, Gornefski (2004) and Kafetsios (2010) reported that female use more emotion regulation strategies than male leaders.

Representation of women on Boards worldwide is not impressive. In the USA 19.9% of Board seats in the S&P 500 is held by women who compared to 19.6% on UK FTSE 250 boards (Young, 2016). In India, data from Deloitte (2015), women highlights that women while the global average hold only 7.7% of Board seats in India is 12%. Be it a developed country or the developing country, women across the globe are fighting to prove their leadership skills, while most of the times they do not even get the opportunity of proving it to the world. It is no secret that women face resistance from men when it comes to holding a powerful position in the organization. Some sectors are worse than the others (Young, 2016). There is negligible contribution when it comes to the concept of gendered governance in the context of social-cultural and emotional intelligence of women leaders in special reference to the education sector. This study, therefore, aims to fill this research gap.

Emotionality

Litwin (2011) observed that women tend to encounter situations wherein they face a clash in the friendship expectations they hold in the workplace as against the masculine norms that the workplace is dominated by. These pre-set expectations act as the basis on which women tend to filter out the behaviour of other women who are engaged in their workplace. Thus, it is firmly grounded in their presuppositions with regard to the behaviour of their male and female bosses.

The expectation of having a positive relationship is more amongst the co-workers and the female bosses as compared to the male bosses and co-workers. As a result of these expectations, if the female heads choose not to exercise a feminine leadership then they are often looked down upon. According to the study Litwin (2011) conducted, it was found that the women were – in one way or the other– discouraged from supporting other women since they had to compete for a position which was limited. Women were of the view that if they befriend a female co-worker then they might end up decimating the chance of occupying a top-tier leadership position. This arose as a result of the women being unaware of the stereotypes that persist in society. Gender stereotypes; thus, is the damaging challenge that the women experience because of how deep-rooted they are in society and how firm the people are as against accepting a change towards them.

Naghavi & Redzuan (2011) highlighted that women are mostly perceived to be more expressive, than males as they are taught to refrain from expression of the feelings as a trait of masculinity. Many studies have revealed that females are keener towards their emotions than males Moreover, it is also stated that females are more emotional (Grewal & Salovey, 2005), and are more efficient at understanding about their emotions on other hand, males are more proficient at withstanding pressure.

In a study carried out in Iran, Domakani, Mirzaei, and Zeraatpisheh (2014) found that women tend to have a higher emotional intelligence as compared to that of men and they are also better at interpersonal skills, adaptability, and pragmatic knowledge than their male counterparts.

Overall, many studies have reported that female leaders have higher emotional intelligence than male leaders (King, 1999; Sutarso, 1999; Wing and Love, 2001; Singh, 2002).

Self-motivation

Beatty (2000) assessed the emotional quotient of the leaders by allowing the administrators to look back into the important phases which shaped their lives as leaders. This study was designed in particular to have a look into the leadership styles of the leaders and how they are affected by the emotions that they embody. Beatty (2000) interviewed the sample and evaluated the situations which led to a particular emotion being developed in the leader. The patterns of emotions that the leaders exercised provide scope to further study the emotions to devise educational leadership theory and practice. The findings that the author has come across hints at the fact that once the role of emotions is considered to be fundamental to leadership, that is when an increased level of appreciation would be demonstrated with regard to the educational leadership.

It was also observed that this particular field observed a lack in literature to be analyzed which this study aims to cover.

Research Gap

The review of the related literature with the present study throws light on the various researches conducted on gendered governance. The concept of gendered governance includes planning and execution, problem solving and decision making and group building and connecting. The researcher found a few study on socio-cultural context and emotional intelligence in Indian and Haryana context. Jones & Johnson (2019)the leaders must have the skills to utilize the data accurately to make decisions, be informed about the knowledge trends, take calculated risks as and when required and communicate adequately. Female decision-making power could result in a fresh strategic orientation that differentiates from plans that are solely formatted by male teams. Subramanian & George (2018) found that the gender of leaders, gender

of organizations and gender of followers influence leadership styles. This gender aspect has an impact on women leaders and their style of leadership in organizations.

Bhuvanalatha (2012) significant difference was observed between present designation of women academicians with respect to barriers and obstacles for women that indicated women in the highly coveted higher education but administrative position is still relatively limited. Dhani & Sharma (2017) the study found that family responsibilities and conflicts can affect the decision making at workplaces. Kirai, Mrgaret & Kobia (2012) socio-cultural beliefs had a considerable effect on the career advancement of women. Women were having tremendous responsibilities for domestic work and children care. The inferiority of women was created by cultural factors. The socio-cultural factors affected females' educational prospects that early marriage, number of children and the multiple roles of women had bounded their career advancement and opportunities. Yadav & Lata (2019) ppositive relationship existed between effective women leadership and emotional intelligence. Self-Esteem was higher, emotional expression capability was greater, motivation & emotional regulation, adaptability was higher in leaders than the non-leaders and there was no significant difference in social awareness, stress management and emotional management of leader and non-leaders. Mohanty & Das (2017) they concluded that women had greater advantage over their emotional capabilities and thus suited to people management roles.

Although many studies have been found on women leadership but a few critically analyze gendered governance in the context of socio-cultural and emotional intelligence. These variables are less studied in Indian context with reference to female leaders; hardly any systematic attempt is made to justify the role of socio-cultural context and emotional intelligence. This study is an effort to

understand the concept of gendered governance in the context of social-cultural and emotional intelligence them. So the findings of the study will fill up the gaps in research with a special reference to women leaders in higher.

Conclusion

The chapter reviewed the literature of gendered governance, socio-cultural context, and emotional intelligence. The chapter reviewed the literature of relationships between gendered governance, socio- cultural contexts and emotional intelligence. Overall, the review literature revealed mixed findings of effect and relationship among these variables. But major findings indicate a positive effect of emotional intelligence on gendered governance and favorable socio- cultural context affect gendered governance positively and vice-versa. There are a few published studies in India which have used the variables of gendered governance, socio- cultural context and emotional intelligence. Some Indian studies also revealed mixed findings of the relationship between these variables.