CHAPTER 4

ANALYSIS, INTERPRETATION AND DISCUSSION OF DATA

This chapter provides an analysis of data collection regarding the socio-cultural profile of the respondents in the current study. This chapter is divided into five major sections according to the type of questions asked to the respondents in the survey. The first section consists of questions regarding the socio-cultural profile of the respondents. The second section of the chapter focuses on questions related to the emotional intelligence aspect of the survey. The third section of the chapter gendered governance and after that hypothesis has been tested and conceptual model was discussed.

Demographic Profile

This section provides the analysis of data collection regarding the demographic profile of the respondents in the present study. The factors assessed for evaluating the demographic profile include personal attributes like age, educational qualification, as well as factors like educational qualifications of parents and spouse. The data has been analyzed by the use of respondents (faculty) distribution charts using frequency percentage.

Table 9:

Demographic profile of respondents

Parameters	Count	Percentage
31 to 40 years	22	36.7
41 to 50 years	27	45.0
Above 51 years	11	18.3
Post Graduate	9	15.0

PHD	40	66.7
M.Phil	3	5.0
M.Phil and PHD	8	13.3
Less than one year	11	18.3
1 to 3 years	21	35.0
3 to 5 years	17	28.3
Above 5 years	11	18.3

According to the above table, it can be interpreted that out of a total of 60 respondents, the highest number of respondents, i.e. 27, could be found to be in the age range of 41 to 50 years. 22 respondents in the age range of 31 to 40 years followed it. Lastly, there were 11 respondents above 51 years of age. The percentage of the first two age ranges, i.e. 31 to 40 and 41-50 years, shows that the vast majority of the respondents was in the middle-age ranges, and fell short of the fifty years mark. The highest number of respondents, i.e. 40 respondents, had earned a PhD as their educational qualification. 9 respondents who were all post-graduates in their fields distantly followed it. However, the number of respondents with both M.Phil and Ph.D was almost the same, at 8 respondents. Lastly, there were only 3 respondents who had a M.Phil. as their educational background. Thus, the analysis shows that the overwhelming majority of the respondents had a doctorate degree to their names. This indicates that the respondents in the current study were immensely well-educated in their profession. The larger number of respondents, i.e. 21 respondents, stated that they had an experience ranging between 1 to 3 years at their administrative position. 17 respondents who stated their experience at the administrative position as between 3 to 5 years closely followed this. There were 11 respondents who answered their

experience in administrative roles as exceeding 5 years, while the remaining 11 respondents had experience below 1 year in totality. The percentage analysis shows that there were 53 percent respondents who came from little experience, i.e. below 3 years, while the rest had greater experience than them. This also shows an experience-based balance of perspectives among the respondents.

The section has provided a detailed data analysis on the demographic profile of the respondents in the current study. It was found that a majority of the respondents were middle-aged and had a high education. In terms of educational qualifications of the people immediately associated with the respondents.

Qualitative Analysis

The following section uses the qualitative approach. In the present study, the qualitative approach has adopted to evaluate the present status of gendered governance. The researcher conducted interviews and open-ended questionnaires based on the following dimensions: planning and execution, problem solving and decision making, group building and connectivity. Transcript and field notes were prepared from the recording of interviews. Thematic content analysis was used for data analysis. It helps the researcher in deducing the useful information and this fulfilling the objectives of the current study.

Table 10:

Thematic Content analysis

Selective code	Axial code	Open code	Words in transcript
Planning and execution	Initiative by women in governance Encourage team	Encouraging to learn more, group or team work, educational	Technical aids, building relationship,

work	visits, workshops,	observation,
Professional	ICT, continuous	participation,
exposure for students	evaluation, choice	investigate
Innovative	based education,	challenges,
pedagogies	innovative teaching,	confidence, real
Multidisciplinary	field work, group	experiences, clear
choice	discussion, E-	doubts, interactive
Technology	learning, skill	environment, skill
advancement	development,	development,
Brian storming	mentoring and	evaluate the
Team building	monitoring,	performance,
Accountability and	collaborative	communication
responsibility	research, group	skill, social
Healthy discussion	responsibility,	inclusion,
	gender and work	spontaneity among
	distribution.	participants,
		multidisciplinary
		approach, self –
		management,
		critical thinking,
		adaptability,
		Male faculty:
		discipline,

		Equal distribution of work according to capability, interest, culture Get together parties, Group task, cultural events, lab work, group competition, educational visits ,	refreshment ,invitation, sitting arrangement, media
	Assigning duties of faculty members		Female faculty: cultural, reception, decoration.
			Prize distribution-both
			Build team spirit, innovativeness, better future mangers, quality time, informal manner, reinforcement skills, social skills, practical knowledge, transferable skills, and virtual platform.
Problem solving and decision	Discriminatory practices	Resolving gender discrimination, freedom, inclusion	Glass ceiling, male dominated, role models for the

making	Experiences on women involve in governance Adherence rules and norms Eliminating discriminatory practices Self inclusion in decision making	capacity, strict rules, gender sensitization, team integrity, democratic environment, opportunities academic and administrative challenges, risk taking, flexible polices, Self development Open discussion	subordinates, effective decisions, male considered superior, gender biased, stereotyping society, multifunctional but consider weak, awareness of gender equality, self development, team integrity,
Group building and connectivity	Congenial communication environment, Regular staff meeting, Self development programs Proactive steps Transparency in management,	Improving communicative trust, collaborative skills, motivation and opportunity, Informal meeting, community outreach programs, upliftment, working culture, transparencies,	Staff meetings, organizing parties, involvement of community, transparency, equal efforts and equal work distribution, right to speak, cordial relations, family environment, pro-active steps,

	transparency in distribution of duties, Problem solving forums	rights, cordial relations, equal work distribution, team spirit, wellbeing, collaboration	open discussions

Gendered Governance

Planning and execution

Planning and execution part of the gendered governance questionnaire comprises the unique initiatives taken by the institutions for the learning outcome of the students, and the manner different duties are assigned to the faculty members in the universities. This section encouraging diverse group works in the institutions for developing team work, group learning and create friendly environment among students. Planning and execution have some themes and sub-themes describes below:

Research question1. What unique initiatives taken by women in governance to excel performance of institution in terms of learning outcome of students?

Initiatives by Women in Governance

It is the faculty members who have direct contact with the students, and who imparts the knowledge to students. The more creative ways used by the faculty members, the more interesting it can make the classroom experience for the students. The learning outcomes of the students will also get improve by using creative and innovative ways of teaching. One respondent tells that *"If you want to be a good leader, then you always have to be in innovative mode"*. The innovativeness and creativity of teachers are the basic requirements of the education system in the current

era, where the technological advancements have overtaken the role of the teachers in classrooms (Nath, 2013). According to the changing needs of the business or corporate world, students need to be imparted with advanced knowledge of the subjects and business world too. The following are the main initiatives taken by the female teachers of four selected universities to excel in the performance of the institute in terms of the learning outcomes of the students.

Encouraging team work among students

One could easily discover the exceptional relationship among students and professors, playing a vital role to impart knowledge even in the contemporary era of technical aids thereby making their class more of an interactive session. Since women play a significant role in building relationships, hence they encourage their students to observe, learn, and participate more rather than just mugging up the theorized knowledge. They invigorate them to face every challenge that life optimistically throws upon them. Woman as a nation builder helps in socializing students not only by educating them through books but also authoritatively instruct them to learn from history as well as current scenario and hence prepare them to stand still in every situation. Numerous studies depict women prefer working in teams, whereas men prefer working alone which proves that women are better at teamwork when compared to men.*"Women leaders are better teamwork promoter because this habit comes into their own when they deal with their children"*. Bear & Woolley (2011) supported that team collaboration is greatly improved by the presence of women in the group. Females across the world including the respondents strongly believe them being better at teamwork as they are emotionally intelligent (Woolley et al. 2010). They not only focus on transforming everyone into confident beings but also have the capacity to convert overconfident personalities trust that their colleagues might also

be confident (Wuchty et al. 2007).Hence, they not only help in building team spirit among their students but also teach them to maintain a balance while working as a team.

Professional exposure for students

The educational and industrial visit according to the female respondents is a key that helps in explaining to their students that how certain areas still depend upon manpower and not just on the technology; though it might help as a tool but again how this tool can be effectively used can only be learned through the real experience which comes from the real ground visits and not the virtual. Also, these educational visits provide students to discuss with the people working in a particular industry, which adds to their knowledge and provides an experience that further helps them as an employee. It is rightly said that education without its practical implications is nothing. Our respondents are of the same belief. According to them, for better development of the mind and skills of the students, it is of utmost importance that workshops should be organized for them which will not only help them clear their doubts but also provide the experience and enhance their knowledge in interesting manner and provide a platform to interact with new people. The guest lecture also helps students to build a connection between classroom teachings as well as the guest lecture hence; they automatically retain knowledge for a longer period and also provide enough brain exercise to them. But finding the right resource person is the problem that faculty faces, as shared by the experience of female faculties according to their personal experience.

Innovative pedagogies and assessment

The use of innovative methods of teaching is a crucial skill for the education staff. It, on the one hand, grabs student's attention and significantly enhances their learning, on the other, it is not an easy task for the faculty to develop such method as it requires both students as well as the education staff to move out of the cocoon to both teach as well as learn. It challenges the faculty as any wrong or difficult method may lead them to fail. However, despite such challenges experimenting with new methods and ideas student's engagement, motivation and attainment can be improved which is beneficial for both the teacher as well as the learner. The respondents suggested since technology plays a vital role to simplify our work both at academic as well as industrial levels (Lata & Yadav. 2017). Therefore, students should be provided with the technical knowledge to make them tech-savvy so that they can adapt themselves to the age of technology. On other hand, Evaluation provides a detail to assess both the progress as well as the loss. According to the respondents, as the evaluation is necessary to gauge student's performance at the academic level similarly its significance counts to keep a check for the progress of the organization. Hence, it is important to teach them both the importance as well as techniques to evaluate the performance. Since development is a dynamic process therefore to keep accurate information about the organization it is suggested for continuous evaluation and to suggest the solutions for the hindrance to the growth and development of the institution.

Multidisciplinary choice

The Indian Constitution has the term "Liberal" as one of the fundamental rights for the citizens of the nation. Unfortunately, this right was absent there in the

education system, that force students to choose among the provided subject's combination only whether they like it or not. The Credit-based education system, according to the faculty emerged as a ray of hope that incorporated new desires of learning among the students. As it provides them to choose subjects interdisciplinary, students these days are not burdened with the compulsion to study any specific subject simply because it was provided in the package with the subject of their choice.

Community based engagement

We are at a juncture where employers believe more in finding a skilled workforce along with the educational qualifications they possess. According to the respondents' job market these days is increasingly being redefined by specific skills hence, education institutions particularly in higher education (Singh & Kumar, 2017), cannot purvey to overlook the new realities of the second decade of the 21st century. As the skill set is changed in this epoch employers look more for 21st-century skills in job seekers therefore, it becomes necessary to take a close look both at the academic nature of our curricula as well as their mode of transaction. Skill development should be integrated into the training and education of the youth to teach them respondent says that *" life and soft skills to prepare them for the competitive world"* such as Live projects provide a platform not only to professionals but to the students as well where they can work and gain real-life experience and practical knowledge and the respondents suggested that to make their students compatible they focus on professional training programs as well as classroom knowledge. They also revealed that most of the companies allow their interns' full-time jobs hence they suggest their students not spend time polishing their resume rather what they need is an internship which will act as the first step to provide them the job. Field-work also provides them to learn and apply technical skills, communication skills, etc. and allows them to

social inclusion. It assists them to learn social, political, environmental issues and to clarify and justify themselves while respecting another person's views. Field-work also aids in social as well as personal development of an individual hence respondents suggested field-work is a crucial part when it comes to educating students at a higher level.

Mentoring

In the world full of several challenges it becomes important for professors to guide their students the best way to achieve their goals. According to the respondents they being a part of the higher education institution are not only their teachers but their role shifts more to a mentor who does not only assist them in their class but also guides them to solve their issues whenever the need is felt. In this way the role of the teachers gets widen who has now become responsible for the student as their parents are. Mentoring programs at this level are proved to be beneficial as students have now got a friend (since mentors are supposed to be friendly) who can understand their problems and guide them better (because they are more experienced) to solve their both personal as well as professional issues.

Exposure to technological advancement

Since webinars and seminars are found to be a very easy and quick method of educating large masses. As compared to traditional video-platform webinars provides a variety of information in an easily available format, also a record of all those who were the participants at the webinar can be taken care of at the later stage. With no geographical barrier webinar can be used to teach and provide information on a larger scale. Universities organize seminars and in special cases webinars to provide their students with an abundance of knowledge from resource persons all across the world.

It is easier for the faculty as well to provide them with e-books or journals that can be accessed with a single click and can be stored and restored without any problem of space. According to them with the facility of e-learning everyone's need be accommodated and in case lectures can be recorded that can be used by students later as well if the need is felt. Also, as a teaching method is relatively quick in case of e-learning as compared to the traditional methods it takes 25- 60% less time to what is required in traditional classroom learning?

Student centric curriculum

According to the respondent, students while involved in asking questions are found to be more attentive as compared to the times when they only listen. Also, question that arises and then discussed in the class bring more interest to the students and helps them to retain the topic for a longer span. It also assists in building solidarity amongst students and enhances their communicative skills. Hence the faculty discussed that in the era of practicality the believe more in imparting practical knowledge and teaching and learning by demonstration is one of the methods that they have found as one of the most interesting methods as it engages both the students as well as the teachers to teach and learn effectively. Providing demonstration either live or through technology (with the help of smart classes) has proved to be more beneficial and cost-effective (Kumar & Rani, 2017).

Brainstorming sessions

Man is a social animal and he must not get disconnected from society and the world he lives in. Education that is necessary to build a career should also assist students to become better human beings who not only think of themselves but also for the development of the society they live in. Hence, it is suggested by most of the

respondents that they through various activities such as field-work, organizing camps to introduce them with the culture of the locality which helps them to evolve and fills with the feeling of unity and solidarity. Another way to learn more about the ideas inculcating in young minds is to encourage them to speak in the class. The best method to carry out the activity according to the faculty is group discussion. It not only helps them know and understand each other's thoughts but also prepares them for job interviews as this has been one of the significant methods to select the employee these days because it provides an insight of the mind and thoughts of the respondent during the interview. Group discussion also brings spontaneity among the participants as well as enhances their communicative skills, it also teaches them patience to listen carefully to the other participant and act and speak accordingly.

Conclusion

Females these days are more highly qualified and experienced academicians hence, more expectations of gaining the highest posts. Though they are highly educated and perform more activities than male members still they become prey to the glass ceiling (Fritscher, 2017) where challenge remains the same top posts and equal pay. Either they are rarely found as one of the board members or simply the ones who will disseminate the ideas and assist in the execution of the plan as they are found better at convincing and helping to take unique initiative for the better performance of students and build team spirit among students as they believe in team-work as compared to working alone.

Research question2. How women in governance encourage team building among students?

Planning and execution quality by female leaders working as the academicians in the higher education institutions reflected through their approach to encourage diverse group work. Following are the situations elaborated by the female faculties to encourage diverse group work:

Informal gathering

As discussed by the respondents, students at the higher educational institutions especially related to the business studies are encouraged to organize get together parties sometimes for the faculty or seniors or themselves. Perpetrating such activities assists them in building team spirit, innovativeness as well as helps them to become better future managers. Since get together parties are all about having fun being a part of the event aids in bringing together new ideas in one place. It makes communities stronger and nicer place to live and most interestingly it provides students to spend quality time in a formal yet informal manner with the seniors or their classmates or with faculty.

Cultural events

Culture includes the way of life people live. Hence an insight into the culture is provided by the various cultural events organized by the students and departments at the educational institutions. According to the respondents such events play a vital role in connecting youth to several cultures as well as provide a chance to live the same therefore prepare students for real life and strengthen their skills. During such events some listen, others perform, on the other hand, some critiques as well that helps in the overall development of an individual. Faculty has also found improvement in the social skills of the students because of the cultural meet organized now and then.

Department level events

To meet the workplace requirements of the 21st century, an interdisciplinary approach for the study has been found as an option. But the studies focusing either completely in sciences or technology often face problems in implementing the idea. Therefore, the idea of inter and intra-departmental activities are chosen as a savior that not only helps students learning across their disciplines but also allows them to meet people from different areas. They can analyze their thought process; also such events help to build confidence as well as the communication skills of the students. It provides them to explore more not only in their field but also from others hence, improves both pieces of knowledge as well as their personality as an individual.

Group task

Since women believe in team-work, as according to them several minds work on the same project in team-work therefore the rate of success multiplies to several hundred. According to the respondents working in groups helps in strengthening the understanding thus, strengthens the bond among the students. The group task depicts a whole range of skills involved in performing a task. It also analyses the attitudes that are required to be learned by the student for the completion of the task. Properly structured group task reinforces skills that are necessary to both group and individual work as well. Being a part of a group task enables them to break complex tasks into parts and steps, plan and manage time as well as leads to develop better communication skills. The group competition enhances several soft as well as transferrable skills such as team-work, unity, solidarity, planning, and execution as well as to keep a check and to help the acquaintance to stand against the other as a team. Group competition provides a virtual platform to experience the market

competition and the steps that can be taken to tackle the issue and achieve success in the market. According to the respondents, group assignments help in better understanding and enhances the skills such as division of work, time management, resolve clashes, etc. the main purpose for assigning group projects as depicted by the respondents is that group projects bring patience and develop the team spirit among the individual. Working in groups broadens the horizons as in group assignments students are not only learners but for teachers as well.

Lab work

Practical knowledge along with the theory helps in building self- confidence of an individual. One such method as discussed by the faculty includes lab work that not only provides practical knowledge to the students not only of sciences and social science but to the students of business studies as well. It helps them understand the real workings of the business and builds the confidence of setting their venture rather than working subordinate to someone. According to the faculty practical-oriented and specialization in the course of study enhances the scope of the students in the job markets. The concept of commerce laboratory is new to the education institution and thus provides first- hand experience of mock commerce and business activities in the laboratories.

Professional exposure for networking

Conferences bring people across the various geographical regions under one roof. According to the faculty members of the universities, reasons they encourage their students to attend conferences is they get a chance to listen and meet like-minded people from their field. It also enlightens them about the latest research and to meet scholars and academicians. Conferences are the platform that allows high-level

debates and discussions, attending to them always add to the knowledge therefore in one way or the other helps in the longer run. Attending conferences helps an individual to expand both personal as well as professional skills. Attending business conferences develops new and innovative ideas in the minds of youngsters that may be beneficial for them. The project-based learning improves personal and social responsibility of the students as well as develops decision-making skills along with the cross-cultural understanding.

Equal division of work and responsibility

Since men and women are considered as two wheels of the cycle it becomes important to learn that burden on anyone may lead to imbalance. Hence, the faculty suggested that it is their responsibility to be the nation builder to teach the importance of the equal division of work and responsibility. Therefore, in the case of group projects or while organizing any event they focus on the equal distribution of work among all the students, and acknowledgment for the same is also credited to every individual. They also suggested that equal division of work and responsibility has helped in improving the results and has lessened the clashes of opinion amongst the participants.

Group responsibilities

While working in a group the members need to take responsibility and work for the overall success of the group to achieve the goal. It is also important for the members to note that every individual is different hence possess different capacities. Hence, for the smooth functioning of the group it is necessary to maintain a balance for better collaboration. Everyone must hold themselves accountable and to be accountable towards other members of the group. It is the responsibility of the leader

to solve issues and to keep the members focused, and for the team members it is necessary to follow the chain of command as directed by the leader. **Collaborative research**

According to the respondents they prefer in assigning collaborative research to their students as it challenges them to think about their competencies. It serves as a mirror that reflects their strengths and weakness. Since collaborative research includes more than one individual there are fewer chances of gaps and mistakes in the research as both keep a check and suggest improvements and innovative ideas to each other. Better and more concrete networks are built through collaborations. Also, work done in collaboration lessens the burden of work without compromising the results. It removes monotony and adds fun elements as well. It is always less time consuming to work in collaboration and is a more efficient way to carry out any research.

Conclusion

Women teachers who were involved in governance positions as they know the significant use of the right to equality, they guide their students being their mentors to always work hand in hand with every individual irrespective of the gender and always try to developing democratic and social environment. They also explained the importance of sharing work and responsibilities along with its benefit both for the social as well as economic development. According to the students when taught to work in a team irrespective of focusing on the gender to judge the quality of work done(Blackwell et al. 2009; Blickenstaff 2005; Fox 1991; Kyvik &Teigen 1996; Sonnert et al. 2007). I, they become more compatible and thus lead to narrow the gap of gendered distribution of work when they join as an employee or employer.

Research question 3. How women in governance in higher education decide accountability and responsibilities?

One of the major tasks under the execution part is the assignment of duties to different faculty members on different events. The details of the pattern followed by the female leaders for assigning duties to faculty members at different events are as follows:

Equal distribution of work

To bring efficiency in carrying out a specific work it is of utmost importance to distribute it equally. While asked about the importance of the equal distribution of work it was suggested that equal distribution of work according to the capability of an individual brings efficiency in the work and takes less time consumption. Also, when work is divided equally it lightens the burden of work from one individual, and credit for the success goes to everyone working on the project. Since it requires thinking about the priority, skills required to complete the task, as well as interests of the individual; equal distribution of work leads to thinking about everybody's comfort while allocating the work.

Potential as deciding factor

While deciding to assign work to the teachers it is necessary to look for the appropriate candidate to bring out the successful completion of the event hence, individuals are chosen based on caliber they have in different filed. Once the candidate is identified it is important to determine if they are fitted with the leadership teams. It is also necessary to look for some basic caliber that includes how confident an individual is about executing a task in a short time. And is the candidate able to consume information quickly before he acts and how capable the person is in processing information? Another caliber that leaders look for is the decision-making

capabilities of the individual if he/she can make good decisions rapidly whenever the need is felt.

Interest

Interest contributes to learning and development, therefore while distributing task among the team it is necessary for the leader to look for the interest area of the individual, as allocating work that does not suits the interest of the candidate may cause inefficiency and delay in the work hence, brings failure. Interest is important for better performance and achievement and is seen as significant concerning adjustment and happiness. Working on activities that suit our interests bring happiness and content in our lives and encourages us to explore more whereas not being involved in something that suits our interest brings a feeling of discontent and unease. Therefore, the female leaders suggested that they try to allocate work to the teachers as per their interest to keep them happy while they work.

Accountability and gender

This was evaluated in terms of following activities

i. Discipline

ii Cultural events

iii Refreshment

iv Invitation to media

v Reception

vi Seating arrangement

vi Prize distribution

Discipline

Discipline plays a significant role in our lives. It helps us to bring out more efficiency in our lives. Similarly, it plays a vital role in any event, especially when it

comes to educational institutions. It has been found that during an event in the institution the responsibility to keep a check on discipline is allocated to male faculty members as they are considered stronger than female thereby are supposed to tackle with the indiscipline with ease and can easily assist to the success of the event in a disciplined manner as females are considered as soft and emotional thus may not be able to handle indiscipline which may ruin the glory of the event. Respondent says that "*generally male faculty considered more discipline and strong*". Discipline is necessary to maintain peace and prevent uneven and unplanned activities which may result in a fail.

Refreshment

Providing refreshments during events contributes to promoting attendance and provides a welcoming atmosphere. Duty for the refreshments is generally assigned to male members and not the female as it is believed that males can easily handle the chaos if it happens either for food, drinks, or food coupons. Also, in case of shortage in the amount of food they are supposed to be quick at arranging kinds of stuff at ease. Since it requires a lot of involvement with different people from guests to faculty to the cooks it is considered safer to keep men at the front taking all the actions on their own.

Cultural events

Women are considered soft, emotional, and close to nature as well as culture as compared to men. Hence, it is considered the best to keep them busy with the cultural activities either as a judge, mentor, or the ones checking and telling for the gaps before the students performs. Since women are considered as the guardian, creator, and consumer of the culture, it is preferred for them to deal with the cultural aspects as it is strongly believed that nobody but women can deal with the culture as

she deals with the family and her baby. Bourdieu &Passeeron (2000) argue social-cultural inequalities are reproduced in the field of education. One respondent says that "*cultural programs are always given to female faculty because they are considered to be culturally intelligent for this task*". Even in the 21st-century women are expected to hold on traditional culture only refraining from the integration into modern society.

Invitation to media

The responsibility to invite guests as well as to the media is given in the hands of the male faculty members as the task requires a lot of movement from one place to another for which men are considered better than women. One respondent says that "*it is often believed that media arrangement and invitation work easily handle by male faculty than female because these tasks related to outside*" Also, the job of placing orders and getting invitation cards is done by the male faculty whereas the task of writing the names of guests on the same is handed over to the female faculty because of the belief that females write more beautifully then men(Cubillo& Brown,2003). It is also found that female faculty members are usually asked to escort and welcome the guest along with the male faculty members because women are traditionally considered softer and more welcoming then men.

Reception

Female being soft is considered best to handle the work at reception. It is also believed that female possess better communication skills than men, therefore are preferably chosen for the reception and help desk as compared to men. According to the respondents' various studies have found women better suited for the reception work because it is assumed that it is the work of females, and according to a cultural bias male will not agree for this work and it adds value if the reception has

"beautiful" female candidate. Whereas some believed that women have better multitasking and organizational capabilities hence are best suited for the job.

Decoration

It is traditionally believed that female has more aesthetic knowledge and better taste then men and hence is chosen for the responsibility of decoration. Since female has higher aesthetic sense then male it is considered that they will perform their responsibility in a more perfect sense. Because women are associated with beauty and decoration and are found to look at each minute of it to keep it beautiful and alive. It is important to assign the responsibility either to female faculty only or to the male faculty under the leadership of the female, where males would help to gather the required materials for the decoration as suggested by the female faculty.

Seating arrangement

Seating arrangement is important to prevent chaos in any event and is in one way or the other related to the discipline as well. It ensures proper seating facilities for the guests for interaction as well as controls behavior in particular importance. Therefore, seating arrangement, in any event, is another responsibility that requires direct public contact, and hence the responsibility is provided to male faculty and not female. The reason for which as discussed by the respondents include female being polite and less experienced to chaos and crowds are not considered better to carry out this responsibility.

Prize distribution

It is important to encourage students for further participation in events hence; the prize distribution ceremony is organized at the end of the end. To carry out this activity efficiently responsibility is provided to both male and female faculty members. It is their responsibility to decide prizes for the top three candidates and the

one who had participated within the allocated budget. Since it requires thinking about the gift's women are considered better at the task but both the members take the final decision. Also, the responsibility of getting gifts on time is handed over to the males whereas females are sometimes found at assisting them for packing and writing the names of the winner. Here most of respondents reply the same words that *"women will be asking stand and take tray, prize will be given by men."*

Encouraging healthy discussion

Since it requires a lot of effort while planning an event and assigning jobs to the members for the success of the event. According to the respondents several meetings and discussions are held before deciding the jobs and appropriate person as the team leader. Once this decision is taken then come the need of asking about the interest areas as well as the comfort of the individual before allocating them their task and dividing them into different teams. It is important to consider everyone's opinion to prevent the clash of thoughts and to complete the event.

Diverse work profile

Repetition of work brings monotony. According to the respondents, while allocating duties to the members, rotation in the responsibilities to carry out the task is always taken into consideration. Doing so fills the individual with enthusiasm as well as encourages them to participate more in organizing events as it helps them to widen their knowledge and area of interest. It also aids them to gain experience and skills by taking on new responsibilities to widen the horizon as well as promotes flexibility.

Reward

After the successful completion of the event, credit to work is given to every individual to promote more future participation as well as to motivate the individual. It encourages them to be honest and taking time to identify and reward leads to

generate good across the institution as it creates a real sense of integrity. Getting the assignment of credit is everyone's right and is a tool to drive high performance. It is an aid that makes people fulfilled and motivated. Hence, the best leader affords to get it right.

Conclusion

It is observed that a task that requires more energy and direct public contact is provided to male faculty and not the female faculty members. Here, higher educational institutions follow the gender biasness and stereotyping (Fraser, 2007). Response from the respondents depicts biased behavior in allocating tasks based on gender and murders the right to equality provided by the Constitution of India (Cribb&Gewirtz, 2003). Such disheartening incidents in the 21st century shows even in the era where we talk of equality, Equality has a too long way to travel. Experiences of getting credits for the accomplished task prove that the importance of sharing credits has to be taught and learned so that ones who had worked hard are not left in the dark and certain majority would enjoy the limelight. According to Zenger &Folkman (2020) women were rated higher on most competencies.

Problem Solving and Decision Making

This section discusses the perceptions of the female faculties related to the male and female faculty leaders in the educational institutes, how effective is the leadership of female faculties for resolving various issues related to the gender discrimination, the poor performance of students, and lack of interest of staff in taking part for institution management; Freedom to women leaders in educational institutes, and the risk-taking capacity of female leaders for organizational performance.

Research question 4. How governance qualities of females are perceived in higher education institutions?

Discriminatory practices

Women as superior to males and leaders are not a usual phenomenon in the hierarchy of the organization. Leadership is considered troublesome for females because of several reasons such as continuously being questioned about their decisions, challenging the decision taken by the females only because of the gender biases (Kloot, 2004). One respondent tells that *" if you are a women then understand your leadership qualities are half than man"* and another respondent also tells that *" we always passing through a hard exam to prove ourselves as a good leader."* Despite being questioned and never-ending challenges women have been found to reach the zenith breaking the glass-ceiling that barred them from entering the male-dominated space of leadership. Therefore, they have proved that leadership is not gendered specific and requires qualities inherent or cultivated to develop them as leaders. Although the leadership skills acquired by men and women differ in style according to the basic traits and qualities of an individual it is found that women are capable enough to answer every question and bear challenges when it comes to proving them.

Since male and female leadership are perceived according to their experiences, managerial and communicative skills, and to handle different task it is important to understand that leadership is a person who influences and encourages individuals to attain goals hence, any individual with the capabilities of planning and execution of a task in an effective manner for the benefit of the organization can become a leader. Though leadership skills may vary from one individual to another and not necessarily based on specific gender it is of utmost significance not to associate leadership with any specific gender and to the qualities and skills (Kulkarni, 2002). Because females are considered more transformational than males and they function as role models for

the subordinates. And in today's era organizations prefers those who can make effective decisions to deliver better results. This clearly depicts the faded view of leadership being associated with gender.

Institutional experiences of women involved in governance

Because of the biological difference, males are considered superior to females in several institutions, educational institutions being one of them. Male colleagues do not want to work under female leadership. One respondent says that *"it has become a mind set-up of the faculties of any institution that male leadership is better than woman."* Though it is the responsibility of the teachers to teach equality to their students they are found to be one of those promoting gender biases. Prove to which can easily be observed while distributing the responsibility from leadership to working in specific teams (Miller, Kerr & Reid, 2004). Educational institutions are found to follow the stereotype rather than breaking it so another respondent also says *"no matter how much work we serve, it always suspected."* Though the perception of leadership differs from one individual to another female leaders are considered less effective because of the stereotype of the society whereas studies prove them the best because of their managerial skills and the capability of being multifunctional at the same time. Hence, it is suggested that the decision of being a good leader should be taken upon the qualities innate as well as acquired and not based on gender (Shepherd, 2017).

Since most of the higher authorities still comprise of males as the authority it becomes difficult for the patriarchal society to believe women being at the top and taking decisions. Their decisions are not only questioned and challenged by society but the fellow acquaintances as well. According to recent researches, it has been found that male does not want to be subordinated by the females as it hurts their ego.

It is sometimes believed that females are weak hence will not be able to take the right decision so they should not be honored as leaders whereas females are found with the quality of taking everyone along like a family hence can easily handle the work and can get the work accomplished without dominating. Besides these qualities; females are still considered weak, impractical, and less dominating and hence are not considered as better leaders in the patriarchy.

Research question 5. How women in governance met academic and administrative challenges?

Adherence to norms/ rules

Rules and regulations play a significant role in our lives let it be in our school days, college or even when we start working. For students it enables discipline and maintains the quality of the educational institution by guiding them to behave well inside the institution, whereas in case of organizations it is mandatory to protect the organization. When asked about the methods to resolve academic and administrative challenges respondents believed that following strict rules and regulations help them to prevent challenges such as poor performance of the students and gender discrimination. Adhering to rules minimizes the chance of misbehavior in the premises of the institution.

Flexible policies for students' welfare

Students must feel welcomed in a safe and secure learning environment. To achieve these goal institutions with the help of government should develop nondiscriminatory curricula, facilitate faculty training and make sure sanitation facilities are available. Faculty should be advised to follow professional norms regarding appropriate disciplinary practices and provide unbiased instructions. Educational institutional related violence is a pervasive issue in the nation. The reason

perpetrated for the cause is often considered as gender norms and stereotypes enforced by unequal power dynamics. Hence, respondents suggested adopting policies like Anti-Bullying Act, which would explicitly refer to gender-based bullying and students, should be taught not to impinge on other's Right to Education.

Choice based responsibility

Every individual in an organization is expected to implement certain role as specified by the job designation as well as the superior. But sometimes employee performs certain tasks above and beyond the call of duty that plummets his performance to the workplace and brings inefficiency to the accomplished work. Hence, as per the response of the respondents it is tried to assign the job that matches the interest of the employee so that he/she be happily engaged in the work and can improve the performance and bring efficiency to the task as well.

Individual consideration for students

Problems usually come as challenges that everyone needs to face and overcome. With the change in lifestyle in the fast-changing world no one is left untouched to the problems though the degree and seriousness of the problem may vary however the one who is facing it might find it troublesome until he overcomes. Students during their span too face problems either related to studies or syllabus sometimes even with the compatibility with friends and family. Hence, they too require a mentor or counselor to guide them to overcome the problems in effective manner. Therefore, respondents discussed counseling every student personally are the measure they prefer to resolve the issues from the lives of their students. Since the allocated mentors usually includes faculty who are experienced in the field of psychology thus can easily understand human behavior and find the appropriate solution as per the requirements.

Eliminating discriminatory practices

Gender discrimination means not treating equally on the basis of biological differences. Though involvement in such practices is against the law and is an offence still instances of gender discrimination are found in the society, educational institutions being no exception (Karamnidou & Bush, 2017). Therefore, respondents suggested formation of special counseling cells to satiate and deal with the concerned cases in their institution. The functions of these cells include addressing equity and equality for both sex, initiating mixed-gender discussions in the classrooms encouraging non-stereotypical beliefs and behavior. Also, they aid in arranging informal gender-sensitive training both to the faculty and the students as well that would help in preventing gender-discrimination and breaking the stereotype.

Democratic group discussion

Teaching theories in the class at time becomes monotonous and thus causes students to lose interest in the lecture. Therefore, to solve this issue and to make classroom more of an interesting and happening place activity such as group discussion has been included in the curriculum. According to the respondents they have found students being more attentive in the class for the group discussion. Since it involves lot of thinking group discussion has been found effective to sharpen the skills like communication, better presentation, and patience and also encourages students to read and learn more so that they can participate in the group discussion with more valid points. According to the respondents group discussion has done wonders in building student's confidence and also helps in overall personality development of students as an individual.

Performance evaluation

Equality should not only be considered while distributing the work but is an important trait that needs to be considered even at the time of evaluation of the task as well as when it comes to credit sharing. Since evaluation helps in strengthening our ability and provides a window through which we can compare results and foster our knowledge, it is necessary to achieve gender equality in performance evaluation of an individual. It is important to note that an individual accomplishes the goal based on the capabilities which are innate and acquired and biological difference does not make any difference to it therefore, evaluation of the performance should also be based upon the capabilities and not the gender.

Gender sensitization program

As per the Constitution of India Right to Equality is a fundamental right of every individual. However, people still need to understand what equality means and how the stereotype can be shattered to make the contemporary society equal place for all. Therefore, Gender sensitization program that includes weekly discussions, film screening, awareness campaigns, poster exhibition and street plays to aware masses about gender equality plays a vital role in understanding sensitive needs of a specific gender. It helps in examining personal attitudes and beliefs and compels the individual to question the "realities" that is thought to be known. In order to carry out gender sensitization programs s special cell concerning is formed at the institutions that concerns to modification behavior to develop awareness of gender equality.

Creating open forum for raising voices

Formal and informal meetings that are arranged in a society play a significant role in understanding each other and strengthening the bond. Similarly, meetings both formal and informal as per the requirement are held in the educational institutions as

well that helps to strengthen student-teachers bond as well as to accumulate better understanding. According to the respondent, schedule for the meetings is decided by a preceded meeting of faculty members where they decide schedule of the meeting as per the convenience of faculty and students. Since such meetings provide equal opportunities to the students to keep their opinion it facilitates both the parties to deal with the discussed issue as a team and not as separate entities. Respondents discussed that organizing such meetings has led them to view difficulties that both students as well as the faculty faces and also since the remedies are suggested by those who were suffering it lessens the challenge to overcome the problem.

Opportunity for self development

Self-development allows to knowing one's interest and strength. According to the respondents, in educational institutions learning has been more directed towards academic courses, but aspects like self-improvement and personal development too play a significant role in an individual's life. However, the significance of self-improvement often goes unnoticed; people are either found brushing their shortcomings under the carpet or are happily ignorant about it. To curb this issue educational institutions in contemporary era have come up with several programs to create awareness about self-development where they teach students the importance of self-development at every stage of life to become better version of themselves as self-development includes self-improvement by becoming more self-aware, enhance strengths and to overcome weaknesses. In such programs they are also taught to step out of their comfort zones, healing relationships and aids to improve their mental health as well.

Inclusion of higher authorities

Leadership involves the action of directing employees to achieve desired goals. Therefore, it is the responsibility of a leader is to take his/her team along in the direction of achieving goals. A good leader guides subordinates by defining their role in work process, provides them with efficient tools needed for effective performance in the allotted task. According to the respondents it is important for a leader to work as a facilitator to make things easier for others. Since leader has more responsibilities his/her involvement in a task is important especially when quick decision-making is required (Ademe& Singh, 2015). Also, involvement of leader is noticed to motivate employees and to fill them with confidence.

Maintaining team integrity

Integrity plays a significant role in fostering positive workplace culture. Institutions known for their integrity are found to perform better (Tomas & Castro, 2013). Leader who acts with integrity is found to treat the team right and would take best decisions for them therefore, people prefer to work with those who are ethical and maintain team integrity. According to the respondent's leaders with integrity actually strengthen the institution and has ability to attract talented professionals to perform a task. It is important for leaders to model and then reinforce integrity for everyone in the organization. It is important for a leader be accountable not only to the superior but to the peers and staff as well. Also, a leader should treat everybody equally regardless of their position in the institution.

Inclusion of staff in decision making

Several committees are formed in the educational institution for smooth and efficient management. These committees play a vital role in developing extracurricular activities and administrative skills of the students. These committees

are formed either by the Principal or the HODs of the department for one academic year to assist the institution to carry out several functions effectively and efficiently. According to respondents it is important to involve staff members in academic and planning committee as they help in various activities such as planning academic calendar, distributing time-table to the faculty as well as the students, they sometimes share teaching load as well. Also including staff members in planning committee assist in preparing attendance periods semester wise, displaying attendance list for the information of students, deciding dates and schedule for the examination etc.

Conclusion

Running an institution brings a lot of challenges. These challenges multiply with double rate when it comes to deal with educational institutions as there one has not to deal with adults (faculty) but with the young developing minds. According to respondents, dealing with young minds is a challenge in itself, you have to sometimes take decisions that might sound rude but are for the benefit of the students and to preach this benefit is something that needs a lot of energy because the tremendous amount of energy that young individual possess is hard to control. Hence, calling for several meetings before announcing any decision and to foresee the response of student is considered of the biggest challenge as discussed by the respondents.

Research question 6. How much freedom is given to women in governance in decision-making bodies of higher education institutions?

In the contemporary era, where women are highly educated and are aware of their rights, it is found that women have narrowed the gender gap and have reached at the top positions breaking the glass-ceiling where they are not only free to make decision but also are accepted as leaders based on their innate and acquired capabilities. In a patriarchal society where women wishing to advance gender equality

also needed to convince male allies, can now be observed at the top of the organizations and committees suggesting ideas and making final decisions. Increasing women's presence in public life is a valid indicator of gender-equality and proves that women nowadays treated equally and their decisions too are taken into consideration as women in the senior positions have actual decision-making power and have driven progressive change in women's right and gender relation. The educational institutions for the smooth functioning of the institution form several committees. This committee consist both male and females as their members and the appropriate suggestions of both are taken into consideration irrespective of the gender (Ratcliffe, 2012). According to the respondents, females are also given opportunity to give suggestion being the member of the committee.

Since committees consists of individuals acting as a team to bring out best possible measures to increase the work efficiency therefore contribute in the smooth functioning of an individual. As per the response by the respondents every individual gets an opportunity to share their opinion on a particular area and the relevant suggestion is taken into consideration irrespective of the gender hence, equal opportunity to share one's ideas and views is enjoyed by all in the committees at educational level. Women too are promoted as per their performance in the field and are provided with rights to take final decisions for the improvement of the organization. It is found that education sector consists of a greater number of female employees as compared to any other sector because of their education qualification and better temperament to deal with the students. Therefore, the sector always includes its female faculty as well for the committee for suggestions and appraise their suggestions as women suggests any measure after the contemplation of the issue is done.

Despite the Right to Equality and Freedom of expression by Indian Constitution several females have admitted them being a prey to the stereotype and gender discrimination (Lahti, 2013). As per their response the committees have declined their suggestions not because they were inappropriate, but suggested by females. They also highlighted that though they have been provided a position as the member of committee because of the rights provided by the Constitution the need of scrutinizing the reality is still required. Women being an important part of the education institutions are still barred to provide their views and suggestions. They are not even allowed to take independent decisions in most of the cases, which brings the issue to observe the ground reality of the Right to Equality and Freedom of Speech in an institution that should be acting as a model for the community and society.

Group Building and Connecting

Man being a social animal cannot survive and work alone in the environment and thus requires people to work and enjoy along. To develop better understanding it is important to arrange group building activities and connecting among the faculty and staff. Group building activities may either include indoor or outdoor activities. It is observed that institutions prefer indoor activities rather than outdoor as it may be conducted during regular office hours or on weekends. These activities ensure improving communication, trust, and collaboration skills among the participants. Different team building activities are taken into consideration as per the goal and size of the team. The main purpose of the group building activities as discussed by the respondents is to build relationship between faculty in a manner that is effective but fun.

Research question7. What techniques are adopted by women in governance to create congenial communicative environment?

Regular staff meeting

Staff meetings play a significant role in keeping everyone well-informed and update. Staff meetings are considered better to communicate as they allow collaborating as a team by providing feedback, suggestions and asking questions. Regular meetings are held at the educational institutions as well like every other organization to discuss about the issues faced by the staff, faculty or the students and to find a solution for the same. It allows higher authorities to see the challenges that are faced and measures to curb those challenges. Not only this, these meetings are also held to invite constructive criticism that leads to decrease in chronic complaints.

Informal meetings

In the busy life refreshment too is necessary. To refresh the minds of employees' informal get-together as well as formal parties are arranged. These parties not only help the individual to develop new contacts but to play a vital role in knowing each other because often formal as well as informal communication that are needed to strengthen the bond takes place at the parties. The idea behind organizing party also includes reward to motivate the faculty as well as staff for their performance and helps them to relax. According to the respondent's parties are also necessary as they provide an opportunity to expand one's social circle and encourages them to understand different individual's perspective and learn other cultures.

Transparency in management

Transparency is the process of creating openness between the senior and subordinates in an organization. It is an important tool for building trust and fills employees with the feeling that they are working with the institution of high standards. As transparency is important in corporate sector similarly it is necessary for

education institutions as well to maintain transparency in management that assists in fostering trust of the staff as well as team members. Transparency involves updating the entire institution, regularly on current events that aids the employee to know their value in the institution therefore, encourages employees to accept their failures as well as to discuss their achievements that help in creating positive environment (Fuller, 2012) at the workplace. Since transparency brings openness it is beneficial to lead a successful institution as per the opinion of the respondents.

Transparency in distribution of duties

Distribution of duties is important for an organization to function efficiently. And this efficiency can be increases when the distribution of duties is transparent as it fades all the doubts of unfair distribution of work and thus employees concentrate on the assigned task rather than thinking of something else and wasting their energy in the wrong direction. According to the respondent's transparency in distribution of duty plays a vital role in the institutions with non-hierarchy where the chances of employee fearing of more workload than the other are more. Transparency makes team happier, accountable, and creative and develops a feeling of mutual respect between team members and the leaders.

Equal work distribution

Equal work distribution is necessary to maintain morale of the employees and narrows the chances of bias. While assessing the work it is important to include efforts, knowledge, skills necessary for the accomplishment of work (Grogan &Shakeshaft, 2011). Also, evaluation of the job should be fair and not gender-biased equal efforts should be made by the leaders to allocate the job to minimize the chances of conflict. Work of equal value must be taken into consideration while

distributing the task. According to respondents delegating task to the team members might sound easy but is one of the tedious and energy consuming job as it involves a lot of effort while planning and allocating the task.

Conceptualizing vision of institution

Communication is considered one of the best solutions to every problem. Hence it is suggested to communicate whenever an individual faces problem in personal life. Similarly, it is suggested to discuss the problems along with the team and the leader to achieve the organizational goal. Since all the members of a team work in the direction of attaining one goal and every mind is found to be focuses upon one specific area according to the respondents discussing issues that might cause hindrance in the direction of achieving goal can be remove when discusses with the team and suggestions are provided not from one but different minds.

Problem solving forums

With goals come challenges and to overcome these challenges institutions require problem-solving forums that play a vital role in not only discussing the issues but also suggestions to resolve those problems. Nowadays these forums have been made online with the column of question and answer that saves the time of the institution and provide facility to share expertise across diverse geographic location. Continuous sharing of problems and solution ensures operational activity of the organization. According to the respondent's problem-solving forums include most active members who are capable of decision making as well.

Right to speak

Right to freedom of speech and expression is the fundamental right of every individual provided by the Indian Constitution. When faculties are allowed to enjoy

this right at ease institution has been found to develop at a faster rate and its employee are found to be happy and satisfied. The Right to Speech at the educational institution also helps the faculty to suggest new and innovative ideas that might be fruitful for the institution as well as for the students. To devote an open-minded atmosphere at the college campus it is important for the educational institution to provide right to speech to the faculty as well that will help to preach the idea of equality amongst the students.

Cordial relations

Cordial relations play a vital role in the performance of an individual. It is necessary to establish cordial relations between HODs and other faculty members in an educational institution to provide a healthy environment to students for their better development as an individual. A good relationship between HODs and other faculty includes mutual respect and understanding, collaboration, and trust. It is important for leaders and HODs to provide a platform to learn new skills, communicate about the affecting issues and to motivate them to perform their duties unreservedly. Respondents have suggested that effective leadership in maintaining cordial relationships has positively influenced the performance (Campbell- Stephens, 2010) of both the faculty as well as the students.

Friendly environment

Higher educational institutions play a significant role in developing social as well as personal life of students. Therefore, it is the responsibility of the institution not only maintains discipline but also to provide friendly environment to their students where students can learn at ease and become better personalities. An institution with friendly environment encourages and supports growing capacities as learners as well

as is linked to support, participation and collaboration it receives from the institution. A friendly environment at educational institution as discussed by the respondents is often associated with the equal inclusion of students and faculty where everybody works for the development of their peers along with their personal development.

Research question 8. How women in governance in higher education institutions encourage   networking?

Participation in professional development programmes

Attending Workshops/seminars/ conferences are not only necessary to gain knowledge but also of significance for maintaining old contacts and developing new. As organizers of seminars/workshops/ conferences are often educational institutions participating in them allows faculty to meet and communicate with people across diverse geographical locations and encourages them to organize same for their students as well. According to the respondents participating in conferences allows them to visit places that they might not be able to visit in other cases. It helps them to widen their horizons and learnt techniques may help them to improve their student's performance if applied correctly. Participating with students helps them to strengthen their bonds with them and in case of being a mentor they still get to understand them more that too helps in strengthening their bonds.

Meeting with eminent resource persons

Organizing formal and informal meetings for the staff members is necessary as it provides opportunity to know each other. However, introducing the staff to external visitor is equally important as it helps them to know the person as well as widens their horizon. Introducing staff to the external visitors helps them to recognize their importance for the institution. It also positively impacts the visitor as every individual seems to be treated equally in the organization. Applying the idea of

treating everyone equally in the education institutions helps the students to learn etiquettes of treating the subordinates therefore maintaining balance and equality in the institution. It preaches the idea of equal treatment amongst the students who will be becoming future bosses thus teaches them the proper behavior that should be maintained for the development of the society and organization.

Opportunities for work life balance

Time management plays an important role in the lives of faculty as well. Since faculty form the educational institutions are scholars and expected to learn one thing or the other throughout their lives it is necessary to provide them ample time for their personal development as well as recreational activities. Besides being employee in an educational institution they play a role of parent as well and it is important for them to pay equal attention to their family and children. To meet the personal requirements and maintain a balance in their life and study they too are allowed leave when the need is felt. Providing leave allows them to spend time with family that also works as refreshment for them and thus leads in the interest development. According to the respondents providing time for study to the faculty have been found interesting to create ne and effective ideas for the improvement of education system and methods as well.

Proactive steps for wellbeing

Marinating and teaching discipline to the students is another responsibility of the teachers besides teaching. To maintain the discipline, it is of utmost importance for the faculty to take pro-active (positive and preventive) steps. These steps also play vital role in solving discipline problems, life-lasting pro-social abilities in teaching and conflict management and problem-solving skills. Promoting positive behavioral support at educational institution is one of the pro-active steps as suggested by the

respondents and it is the responsibility of the faculty not only to train and educate students but to focus on their personality development as well. For this teacher should consider positive psychology to focusing on both strengths and weakness and to work upon them rather than creating misery. It is not necessary for faculty to learn these steps with the help of books only rather these are learnt by discussing problems and solutions among other faculty members and the suggested methods as per the respondents have been found effective for the development of students.

Developing team spirit

Working in team takes less time and the result of such task have always been profound as compared to those with the individual projects. Educational institutions have been found to organize number of programs for students and faculty members and the organizers for that usually includes faculty. Since organizing an event is not an easy task the work is delegated among various employees and working in team in order to successfully accomplish the goal becomes important. Such events are found to be the medium that educational institutions provide for the development of team spirit and leadership qualities among its faculty members.

Career development opportunities

Development is a dynamic process that takes place in the professional life of an individual as well. Educational institution that focuses on the development of students are also concerned about the development of their employees hence they organize several professional development programs to support teaching, research and student's learning. These opportunities through several programs help them to plan strategically and change initiatives for imparting education to the students. Though while organizing professional development opportunities administration faces a lot of challenges still the institutions do not compromise the need for the same.

Opportunity for outreach programmes

Meeting people and having involved in communication widens the social circle of an individual as well as helps him to understand another person's perspective. Since man is a social animal it is necessary for him to meet people and participate in social events. According to the faculty members' educational institutions provides an opportunity to meet the social need of the faculty hence organizes several events, workshops, seminars, symposiums that allows them to meet new people, expand their horizons and learn more. Meeting with new people and other faculty members from different departments helps them to develop knowledge and skills that are proved beneficial in addressing student's learning challenges.

Open discussions

Teachers often encourage their students to participate in class- discussion that is necessary for the confidence building among students. Similarly, according to the respondents allowing faculty members to discuss their issues and solution for the same is significant and thus motivates them to bring new innovations for the development of education system as a whole. Keeping a topic open for discussion allows them to understand different perspectives on the topic and good questions may involve them to think deeply and make connections. It is an important activity to bring faculty members closer.

Inter-institution collaboration

Educational institutions encourage students to participate in various inter and intra-departmental activities. Similarly, they motivate their faculty also to participate in the events of other institutes as well. According to respondents allowing such participation not only improves their knowledge and other transferable skills but also provide them opportunity to meet scholars across multiple fields. It benefits both

institution as well as the faculty as it strengthens their bonds and open ways for future collaboration, sponsorships for several programs and competitions. It provides them an opportunity to meet young minds from different streams and to get an understanding of their innovative minds as well. Such activities also serve as a refresher for the faculty.

Research question 9. What opportunities are created by women in governance for community outreach and inclusion of traditional knowledge?

Involvement of community plays a vital role in nation building. However, in case of children parents play an important role in analyzing their development and trying to provide them with best facility including education that is required for their personality development. According to respondents' parents play a significant role in upliftment of education quality even after deciding the best educational institution for their children. According to them they compare educational faculty, teaching-techniques and methods with other institutions and provide similar options they find suitable for imparting education to their kids as well. These suggestions are often provided during parent- teacher meetings or when performance report is sent to them. On the other hand, faculty explains the importance of class-participation and group discussion to the parents and requests them to encourage their child to participate in it.

According to the respondents' institute often arranges camps such as NSS and other educational camps to provide an insight of local villages and their culture to exhibit practical knowledge. These camps are important to build self-confidence by removing all kinds of academic competitions. They teach them ample social skills that are necessary for their development. It provides an opportunity to nurture experiential knowledge. Leading them to villages allows them to learn their lifestyle, know about their housing techniques and facilities. They learn the art of being independent at out-

door camps. However, a part from organizing outdoor camps scholars from different areas are also invites to the educational institution to impart knowledge.

Feedback is necessary for the improvement of an organization. Feedback could be in the form of criticism, suggestion or any other information that might be useful for the development of an organization. It provides information that is significant for decision making and provides a way to continuous improvement. Therefore, feedback regarding facilities in the educational institution or the faculty is considered by the educational institution for the improvement in order to benefit students. On the other hand, it satisfies parents as it is an effective tool for listening. It is an effective learning tool as it allows the institution to remain aligned with the aim and to innovate techniques and strategies to improve the standards of education.

A part from organizing seminars and workshops extension lectures too is conducted by the educational institutions that help students to learn more about science and technology. Resource person for the same is invited either from the same institution but different department or directly from different institutions. According to respondents, these lectures have been proved fruitful for better performance of students as well as communities. Since these lectures include activities of rural development, it is beneficial for studying and solving the rural problems. These lectures direct rural people measure to raise their living standard by using resources appropriately. These lectures are also important to develop new talents and leadership in rural areas.

Life is a celebration and it is necessary to celebrate every day that we live. The formula of celebrating life is applicable to the field of education as well where students enjoy and celebrate every moment. However, according to respondents' grand celebrations are often being organized by the institution in case of national and

religious festivals. The students with great enthusiasm are too celebrating important day such as Teacher's day. Such celebration often includes cultural and folk performances by students and faculty and allows everyone to enjoy life to the fullest. It also brings students closer to traditional and culture along with building their bonds with each-others.

Community outreach programs are often organized by the educational institutions to provide an opportunity to get involved with the community services. These programs aid in maintaining solidarity and team-spirit. They provide freedom to students to decide, support and initiate social service by leading awareness campaigns, visiting old age homes, orphanages etc. which helps them to provide informal counseling and social support. These programs help in developing sensitivity in youth that no book can provide otherwise. They also expose students to the problems and an issue faced by the communities and forces them to think of the solutions that can practically be possible.

According to some respondents there has never been any involvement of community or social sector to make their teaching effective. For them only books can provide the knowledge that are required for the academic development of the students. They are of the belief that outdoor activities do not help in the improvement of grades of the students hence they rely more on academic knowledge over any other means.

Socio-Cultural Context

Socio cultural context refers to the way individual behavior and choices are impacted by social and cultural factors in their environment. Here, social factors include factors such as situations around family support and responsibilities, cultural beliefs, reproductive health, work distribution.

Family support, responsibilities and conflict

This section provides the analysis of data collected related to responses pertaining to family support, responsibilities and conflict as provided by respondents in the present study. The respondents were asked to rank their agreement or disagreement towards general statements related to the topics of lack of family support, the work-life balance etcetera on a scale. The data has been analyzed by using group statistics and cumulative percentage Respondents (Faculty) distribution methods.

Table 11:

Family support, responsibilities and conflict

Statement	S. D	D	N	A	SA
"I feel that the responsibility of family is a hindrance in career development of a female academic leader"	15	15	6.7	50	13.3
"Conflict in work-life balance affects my academic and administrative work"	11.7	15	13.3	46.7	13.3
"The Lack of support from family and friends impede women career progression"	13.3	8.3	5	51.7	21.7
"Sometimes, I feel guilty because of not spending enough time with my families/children"	1.7	13.3	15	46.7	23.3
"I feel hesitation to take up promotional opportunities due to fear of imbalance between family and work responsibilities"	18.3	26.7	16.7	30	8.3

The above table shows the percentage of respondents who agreed or disagreed to the statement first. 50 percent of the total respondents who have participated in the survey said they agreed with this statement showed a resentment towards family responsibilities in view of building a good career. However, 15 percent of the

respondents showed their disagreement towards the statement, showed that they did not feel that family duties are any roadblock to professional growth. This was further backed by 15 percent strong disagreement and 13 percent strong agreement towards the statement. This shows that respondents indicated a majority vote towards the belief that family responsibilities came in the way of development as a female academic leader supported by (Shields & Edwards, 2005). The above table indicates the percentage of respondents who agreed or disagreed to the statement second. 46.7 percent of the total respondents who have participated in the survey said they agreed with this statement, depicting that these respondents faced difficulties in keeping their productivity efficient when work life balance was upset in their lives. However, 15 percent of the respondents showed their disagreement towards the statement, showing that they did not feel that imbalance in their work and life, had any impact on their professionalism. 13 percent respondents were neutral towards the statement. This shows that respondents did not indicate a majority vote towards the belief that having work-life balance being out of place would lead to lesser efficiency in their academic and administrative jobs. The above table indicates the percentage of respondents who agreed or disagreed to the statement third. 51.7 percent of the total respondents who have participated in the survey said they agreed with this statement, showed that these respondents believed that a lack of availability of family support could be a deterrent in building a good career. This was further backed by 21.7 percent responses in strong agreement towards the statement. On the other hand, 13.3 percent of the respondents showed their strong disagreement towards the statement, depicting that they did not feel that the scarcity of any support from friends or family should be any roadblock to career development and growth. This shows that respondents indicated a majority vote towards the belief that without family appreciation and friendly support, women

can feel a lag in the development and progression of their career. The above table indicates the percentage of respondents who agreed or disagreed to the statement four. 46.7 percent of the total respondents who have participated in the survey said they agreed with this statement, showed that these respondents showed a tendency to feel guilty for not prioritising their family over their career. This was further backed by 23.3 percent strong agreement towards the statement. However, 15 percent of the respondents were neutral towards the statement, showed that they did not feel that family duties could be looked at differently due to work. This shows that respondents indicated a majority opinion towards the belief that women in administrative positions can go through feelings of guilt because they are not spending quality time with their spouse or with their kids. The above table indicates the percentage of respondents who agreed or disagreed to the statement five. 30 percent of the total respondents who have participated in the survey said they agreed with this statement, showed that these respondents showed anxiety over prioritising family versus their career promotions is supported by Marshall (2009) stated that is was difficult to pave a career path while having to handle family and children. However, 26.7 percent of the respondents showed their disagreement towards the statement, showed that they did not feel that family duties should be any roadblock to professional growth. This was further backed by 18 percent strong disagreement and strong agreement by 8.3 percent respondents towards the statement. This shows that respondents indicated that there's no majority vote towards the statement that women administrators and academicians feel hesitant in availing job promotions if it means having to compromise on family responsibilities.

The section has provided an analysis of the data collected from respondents in the current study about statements based on availability of family support,

responsibilities and family conflicts. It was found that a majority of the respondents in the study felt that family obligations and duties could came into the way of developing a career for women leaders. It was also found that women who do not receive family or friendly support can find themselves getting left behind in their career development. Fuller (2012) found family role and responsibility also impacted leadership. Similarly, as per the respondents in the study, women leaders face greater pressure to priorities family over work, and feel gaily about focusing on work more than their family functions etc. favored by Blackmore (2010a) However, there was no consensus of opinion among the respondents in the current study about the impact of an upset work-family balance on their work efficiency.

Cultural beliefs

This section provides the analysis of data collected related to responses pertaining to cultural beliefs as provided by respondents in the present study. The respondents were asked to rank their agreement or disagreement towards general statements based on character disrepute, perceived discrimination and unfair professional bias etcetera on a scale. The data has been analyzed by using group statistics and percentage Respondents (Faculty) distribution methods.

Table 12:

Cultural Beliefs

Statement	S.D	D	N	A	SA
"I think women in administration have to face the allegation of bad character due to the networking with her male colleagues"	16.7	30	25	16.7	11.7
"I feel misunderstood due to collaboration with male colleague"	26.7	40	13.3	16.7	3.3

"I feel that women are discriminated in the promotion because of their gender"	11.7	21.7	18.3	26.7	21.7
"Social/ family culture suggests me to obey male counterpart with questioning their authority"	15	35	23.3	26.7	15
"Due to administrative work in university I feel that I have to ignore social gathering/functions"	15	23.3	21.7	36.7	3.3
"I think women receive unfair judgment regarding their work performance compared to men"	21.7	20	23.3	25	10

The above table indicates the percentage of respondents who agreed or disagreed to the statement first. 30 percent of the total respondents who have participated in the survey said they disagreed with this statement, which earns that these respondents did not agree with the view that association with male colleagues for networking led to stains being cast at the character of female leaders. However, 16.7 percent of the respondents showed their agreement towards the statement, showed that they felt that women leaders have to face aspersions on their character simply due to networking with their male peers. This was further backed by 16.7 percent respondents through strong disagreement and on the other hand, strong agreement by another 16.7 percent respondents towards the statement. This shows that respondents indicated that there's no majority vote towards the statement that women administrators and academicians faced character allegations due to their work relationships with their male colleagues. The above table indicates the percentage of respondents who agreed or disagreed to the statement second. 40 percent of the total respondents who have participated in the survey said they disagreed with this statement, showed that these respondents showed were very confident about not

feeling misunderstood or misheard due to collaborating with male colleagues on a project. This was further backed by 26.7 percent respondents who very strongly disagreed with the statement. A t the same time, around 16 percent of the respondents showed their agreement towards the statement as well. This shows that while the vast majority of the women academicians and administrators did not have any feelings of miscommunication on projects shared between them and their male colleagues, there is a not insignificant percentage of women respondents who agreed with the given statement in the survey. The above table indicates the percentage of respondents who agreed or disagreed to the statement third. 26.1 percent of the total respondents who have participated in the survey said they agreed with this statement, showed that these respondents felt that they were denied promotions on the basis of gender. This was further backed by 21.7 percent respondents who showed strong agreement towards the statement. However, on the other hand, 21.7 percent of the respondents disagreed with this view. A significant number of respondents, i.e. 18 percent, chose to remain neutral to this statement. This data shows that women academicians and administrators are largely agreed with the view that in terms of job promotions, women are likely to be discriminated against. The above table indicates the percentage of respondents who agreed or disagreed to the statement 'Social family/ culture suggest me to obey male counterpart with questioning their authority'. 35 percent of the total respondents who have participated in the survey said they disagreed with this statement. However, 26.7 percent of the respondents showed their agreement towards the statement, showed that they felt pressured to show obedience and subservience to their male counterparts. A high percentage of respondents, i.e. 23.3 percent, showed neutral attitude towards the statement. Overall, the data shows that there was no wide consensus among the respondents in the study over this

statement. The above table indicates the percentage of respondents who agreed or disagreed to the statement four. 36.7 percent of the total respondents who have participated in the survey said they agreed with this statement, showed that these respondents showed anxiety over prioritising work over family functions. However, 23.3 percent of the respondents showed their disagreement towards the statement, showed that they did not feel that family functions should need to be any roadblock to professional growth. This was further backed by 15 percent respondents with a strong disagreement towards the statement. This shows that majority respondents did not feel like their university work stood in the middle of them having a rich, social life in their personal lives. The above table indicates the percentage of respondents who agreed or disagreed to the statement five. The data shows that 25 percent of the respondents agreed to the statement, showed that the respondents did not feel like they received equal levels of critique over their work as compared to their male counterparts. This was further supported by a strong agreement shown by 10 percent of the respondents. On the other hand, 20 percent respondents registered their disagreement towards the statement, which indicates that they did not feel like they received undue criticism on their work simply because they were women. This was also supported by 21.7 percent respondents who showed strong disagreement to the statement. 23 percent of the respondents chose to remain neutral to the statement. This lack of consensus shows that the respondents could not agree on one wide opinion about the generality of the given statement.

The section has provided an analysis of the data collected from respondents in the current study about statements based on cultural beliefs. It was found that there was no wide consensus in terms of cultural outlook vis-à-vis gender inequality. It was found that there was no clear majority among the respondents in the present survey

about whether professional relationships with male colleagues cast aspersions on the character of a woman leader. Earley and Ang (2003) found that as cultural intelligence, or whether women were under undue pressure to obey their male counterparts without any powers towards questioning of authority. However, it was found that the majority of the respondents did not agree with the view that they had to ignore or cancel any social gatherings and functions in order to complete their due work at the university. Shidiye(2013) stated that incapable of balancing these social responsibilities and leadership position. There was a mixed opinion about the statements related to whether women receive unfair and undeserving judgment about their work in comparison to male colleagues.

Reproductive health

Reproductive health refers to the health concerns arising out of motherhood in a woman, and its consequential relationship with a woman's work life. In this study, the reproductive health is a major topic that needs to be assessed to assess the true impact of gender inequality perceived by working women. This section provides the analysis of data collected related to responses pertaining to reproductive health as provided by respondents in the present study. The respondents were asked to rank their agreement or disagreement towards general statements based on the given topics on a scale. The data has been analyzed by using group results (Descriptive) distribution methods.

Table 13:

Reproductive Health

Statement	S.D	D	N	A	SA
"It is difficult to re-achieve higher leadership positions after maternity"	13.3	35	13.3	31.7	6.7

"Women leaders' traits are often considered weak and helpless"	6.7	33.3	20	28.3	11.7
"Reproductive health affects women's choice of participation or no participation in leadership position"	18.3	26.7	18.3	26.7	10
"Breaks in employment such as maternity leave/ caring for dependents slow down women career progression"	15	11.7	16.7	43.3	13.3

The above table indicates the percentage of respondents who agreed or disagreed to the statement first. 35 percent of the total respondents who have participated in the survey said they disagreed with this statement, showed that these respondents did not feel like leadership positions could not regained after post maternity breaks. This was further supported by 13 percent of the respondents, who also showed strong disagreement towards the statement. However, 31.7 percent of the respondents showed their agreement towards the statement, showed that they did not feel that leadership positions would be reopened for them post maternity leave from work. The data shows that there is a majority inclination among the respondents towards the idea that maternity breaks do not stand in the way of acquiring leadership roles and responsibilities. The above table indicates the percentage of respondents who agreed or disagreed to the statement. 33.3 percent of the total respondents who have participated in the survey said they disagreed with this statement, showed that these respondents did not perceive that the primary traits associated with women leaders in a company are seen as weak or helpless. On the other hand, 28.3 percent of the respondents showed their agreement towards the statement, showed that these respondents felt that women are seen as helpless or weak in terms of giving leadership

positions to them. At the same time, 20 percent of the respondents gave a neutral response to the statement, showing that there was no proper consensus upon the statement. There was no majority vote about whether women leaders were often associated with personality traits of being helpless or weak at their jobs. The above table indicates the percentage of respondents who agreed or disagreed to the statement third. 26.7 percent of the total respondents who have participated in the survey said they agreed with this statement, showed that these respondents showed maternity or reproductive health concerns are one of the deciding factors behind taking new leadership positions. However, the same percent of the respondents also showed their disagreement towards the statement, showed that they did not think that reproductive health, was the cause behind taking or not taking a leadership position. This was further backed by 18 percent respondents who showed strong disagreement with the statement. The data thus shows that there was a higher majority of women respondents who did not feel that reproductive health mattered in a woman's decision to participate in leadership positions. The above table indicates the percentage of respondents who agreed or disagreed to the statement four. 43.3 percent of the total respondents who have participated in the survey said they agreed with this statement, showed that there is a high majority of women respondents who felt that maternity breaks left a detrimental impact on the development of a woman's career. This was also supported by another 13.3 percent respondents who strongly agreed with the statement. At the same time, 15 percent respondents showed strong disagreement to the statement. However, it can be said that the overwhelming majority of women respondents are in favour of the statement.

The section has provided an analysis of the data collected from respondents in the current study about statements based on reproductive health. It was found that a

majority of the respondents in the current study believed that maternity breaks or leave can halt a woman's career progression supported by Hiller (2012). However, it was also found that respondents in the current study majorly believed that taking maternity breaks did not hamper a woman leader from rejoining the workforce and acquiring leadership positions yet again. Similarly, it was found that majority of the respondents disagreed with the statement that decisions on reproductive health can be a deciding factor behind women's prerogative of choosing whether or not to participate in leadership positions.

Work distribution

Work distribution refers to the conversation around women's productivity capabilities and efficiency of work among men and women. This section provides the analysis of data collected related to responses pertaining to work distribution between men and women as provided by respondents in the present study. The respondents were asked to rank their agreement or disagreement towards general statements based on the given topics on a scale. The data has been analyzed by using group results (descriptive) and percentage respondents (faculty) distribution methods.

Table 14:

Work Distribution

Statements	S.D	D	N	A	SA
"I think my progress is depending on learning new things and take responsibility"	0	3.3	3.3	46.7	46.7
"I am confident that my educational credentials will be considered when getting a better task as a leader"	1.7	5	13.3	50	30

"I feel that women leaders have achieve equal chance for profession growth"	0	21.7	16.7	33.3	28.3
"I feel that women leaders are missing better academic work due to lack of desire for power"	3.3	23.3	28.3	30	15
"Women who progress have high aspirations and career goals"	0	3.3	6.7	40	50

The above table indicates the percentage of respondents who agreed or disagreed to the statement first. 46.7 percent of the total respondents who have participated in the survey said they agreed with this statement, showed that these respondents were of the opinion that the development of their career depended highly on their ability and skills. This was supported by another 46.7 percent respondents, who strongly agreed with this statement as well. Only 3 percent of the respondents registered their disagreement with the statement, showed that a overwhelmingly respondents chose to view their career progression as a result of their abilities, skills and talent. The above table indicates the percentage of respondents who agreed or disagreed to the statement second. 50 percent of the total respondents who have participated in the survey said they agreed with this statement, showed that these respondents were assured in their belief that their educational qualifications mattered in terms of promotions and new responsibilities at work. This was further supported by 30 percent respondents who showed strong agreement towards the statement. Only 5 percent of the respondents showed disagreement towards the statement, i.e. these respondents did not agree with the view that their educational qualifications and capabilities would be well considered in terms of judging their capacity for harder tasks. Overall, it can be said that women administrators and academicians were

confident that their educational background and achievements will be a deciding factor in discussions related to giving them better job positions and tasks as leaders. The above table indicates the percentage of respondents who agreed or disagreed to the statement third. 33.3 percent of the total respondents who have participated in the survey said they agreed with this statement, showed that these respondents were of the opinion that women leaders got as much opportunity for job growth as their male counterparts. This was supported by another 28 percent of the respondents in the current study. However, on the flip side, 21.7 percent of the respondents disagreed with the given statement. Overall, it can be stated that majority of the respondents in the current study were of the opinion that women leaders had an equal chance of professional advancement as compared to the male counterparts. The above table indicates the percentage of respondents who agreed or disagreed to the statement four. 30 percent of the total respondents who have participated in the survey said they agreed with this statement, showed that these respondents found that there was a lack of ambition among women leaders which became the reason behind them not getting work, rather than outright gender discrimination. The claim was also supported by 15 percent respondents who showed strong agreement towards the same. It was challenged by 23.3 percent respondents, who did not agree with the statement, with 3 percent respondents showing a strong disagreement towards it. It can be said that a greater majority of the respondents indicated that the main cause behind not getting better work or greater job opportunities was the lack of ambition or desire for power among the women leaders. The above table indicates the percentage of respondents who agreed or disagreed to the statement five. 40 percent of the total respondents who have participated in the survey said they agreed with this statement, showed that these respondents believed that women with high ambitions and dedicated career aims

received success in their work lives. This was also supported by another 50 percent of the respondents, who showed strong agreement towards the statement. Hence, the data clearly points that majority of the respondents in the study were of the opinion that the women who had the desire or will to achieve success, got opportunities and chances required to achieve it.

The section has provided an analysis of the data collected from respondents in the current study about statements based on work distribution. It was found that a vast majority of the respondents in the current study held the belief that women's career development and advancement depended solely on their own drive and desire for higher ambition. Majority of the respondents also agreed that women were given nearly the same or equal opportunities of professional advancement as male colleagues oppose by Gunter and Rayner, (2007). Further, it was also found that a majority of the women leaders believed in their educational credentials to be considered before taking on leadership positions or better tasks and job duties. A high majority of the respondents in the study believed that the work distribution and career growth was dependent on the women leaders bettering themselves by learning new skills and enhancing their capabilities.

Work place culture

Work place culture or organizational culture is a key aspect to be assessed since it refers to the working environment of a company and defines the way women employees are treated in their positions. This section provides the analysis of data collected related to responses pertaining to differences perceived in workplace culture between men and women as provided by respondents in the present study. The respondents were asked to rank their agreement or disagreement towards general

statements based on the given topics on a scale. The data has been analyzed by using group percentage respondents (faculty) distribution methods.

Table 15:

Work Place Culture

Statements	S.D	D	N	A	SA
"I think, women receive fewer opportunities for Inclusion in corporative governance of university"	6.7	36.7	15	30	11.7
"Many times, women having similar experience get Minimum position due to gender"	3.3	35	21.7	26.7	13.3
"Organizations lack in implementation of policies to support women career Progression"	6.7	16.7	26.7	35	15
"I feel that male hierarchies are more likely to promote men for managerial positions than women"	11.7	25	21.7	26.7	15
"I feel that women have hurdle to prove better leader in comparison to male"	11.7	18.3	20	33.3	16.7

The above table indicates the percentage of respondents who agreed or disagreed to the statement first. 30 percent of the total respondents who have participated in the survey said they agreed with this statement, showed that these respondents were of the opinion that women did not get as many chances as men to be a part of the governance of the university. This was also supported by 11 percent of the respondents who participated in the study and showed strong agreement towards the statement. At the same time, there were 36 percent respondents who did not agree

with the statement. It showed that these respondents rejected the claim that women are treated differently compared to their male colleagues in terms of giving corporate governance opportunities in a university. The data thus does not indicate a clear majority of views on the statement. Workplace culture can vary from organization to organization, and hence the perspectives of the respondents can be very varied based on their own experiences. The above table indicates the percentage of respondents who agreed or disagreed to the statement second. 35 percent of the total respondents who have participated in the survey said they disagreed with this statement, showed that these respondents did not perceive gender inequality in the decisions regarding the occupational hierarchy with their male peers. On the other hand, 26 percent respondents agreed with the statement, further supported by 13 percent respondents who showed strong agreement to the subject. Workplace culture can vary from company to company, and hence the perspectives of the respondents can be very varied based on their own experiences in the corporate hierarchy ladder. The above table indicates the percentage of respondents who agreed or disagreed to the statement third. 35 percent of the total respondents who have participated in the survey said they agreed with this statement, showed that these respondents were of the opinion that organizations should do more efforts to bring policies that support women in the development of their career than the current policies in place. This was supported by 15 percent respondents who showed strong agreement in favour of new women-centric policies. However, around 16 percent respondents disagreed with this statement and did not feel that there should be more policies on behalf of the organization to support women in career progression. Overall, the data indicates that a majority of the respondents in the present study were in favour of enacting new organizational policies that could support them in their career progression. The above

table indicates the percentage of respondents who agreed or disagreed to the statement four. 26.7 percent of the total respondents who have participated in the survey said they agreed with this statement, showed that these respondents were of the view that there was a tendency to award managerial positions to men as compared to women in the organization. Another 15 percent of the respondents in the current study also showed strong agreement to the statement. On the flip side, it was challenged by 25 percent respondents who felt that there was no such gender discrimination in terms of awarding managerial positions. 21 percent respondents showed a neural response to the same. Workplace culture can vary from organization to organization, and hence the perspectives of the respondents can be very varied based on their own experiences. Thus, the data does not how any clear consensus on the generality of this statement. The above table indicates the percentage of respondents who agreed or disagreed to the statement five. 33 percent of the total respondents who have participated in the survey said they agreed with this statement, showed that these respondents were of the opinion that women leaders are under greater pressure than their male counterparts to prove their capabilities and worth as leaders. This statistic is also supported by another 16 percent respondents who showed strong agreement to the statement. In opposition to this, 18.3 respondents disagreed with the statement. Since workplace experiences can be very different in different organizations, the perceptions of the respondents are also varied. However, a majority of the responses have shown agreement towards tis statement, so it can be said that as per the respondents in the current study, women are likely to face higher pressures of performance during a leadership role than their male counterparts.

The section has provided an analysis of the data collected from respondents in the current study about statements based on workplace or organizational culture. It

was found that as per the respondents in the current study, a majority of women leaders face higher performance pressures in their leadership positions as compared to men in the same roles. In furtherance to this, a majority of the respondents were also in favor of more women-centric and supportive policies in the workplace that would help the career progression of women employees. However, since organizational culture can be vastly different from one workplace to another, it was found that a clear consensus could be established among the respondents in the study about whether there was gender inequality prevalent in the workplace at a general level.

Figure 5:
Average values of socio-cultural Dimensions
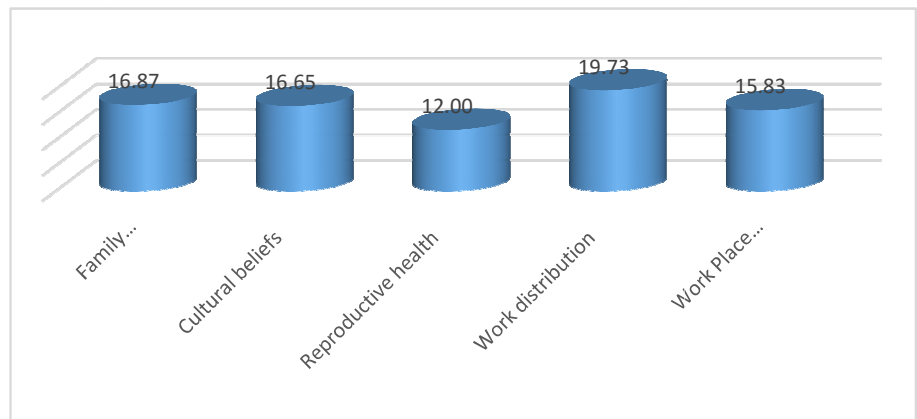
As per the data presented in the above chart, the average values have been indicated for all the factors assessed in the study. According to the data obtained from respondents in the survey, it can be seen that work distribution had the highest average value at 19.73. On the other hand, reproductive health had the lowest average value of 12. Workplace culture had average value of 15.83, while cultural beliefs were found to have average value of 16.65. Lastly, family responsibilities and obligations had a high average value of 16.87.

Emotional Intelligence

Emotional Intelligence refers to the ability of a human being to be aware about emotional capabilities of self and others, and the ways to identify and manage them. Emotional intelligence reflects in the way a human being uses emotional awareness to

guide his actions and thought process. Persons with high Emotional Intelligence or Emotional Quotient (EQ) have the ability to manage and channel their emotions in positive ways. Emotional Intelligence allows you to carry out effective communication, build empathy, overcome hurdles and diffuse tensions in serious situations. It is a highly sought-after skill among leaders and administrators, as it is an efficient tool in public relations and team building. In the present study, emotional intelligence of the respondents was measured on the basis of factors such as well-being, self-control, sociability, emotionality and auxiliary factors. Each of these factors has been sub-divided further, for enhanced understanding of underlying factors of emotional intelligence.

This section of the chapter contains analysis of data collected from the respondents in the study regarding statements that assessed their emotional intelligence factors in the workplace. The respondents were asked to rate the degree of their agreement or disagreement with the statements on the basis of a seven-point Respondents (Faculty) scale, where 1 Average 'completely disagree' while 7 Average 'completely agree' to the given statement. Data collected from the respondents on this basis has been analyzed using one-sample Results (Descriptive), Respondents (Faculty) and percentage distribution.

Well being

Well-being may be defined as the feeling of overall physical, mental and emotional health of a person. A good state of well-being is the foundation of a happier and more productive person. Organizations focus on the well being of their employees to ensure that they remain dedicated and committed to their work, as well as have a positive impact on the company\s performance and development as a whole. In the

current study, well-being of the respondents was judged on the basis of three factors, namely- happiness, optimism, and self-esteem.

Figure 6:

Average values of dimensions of Emotional intelligence-I
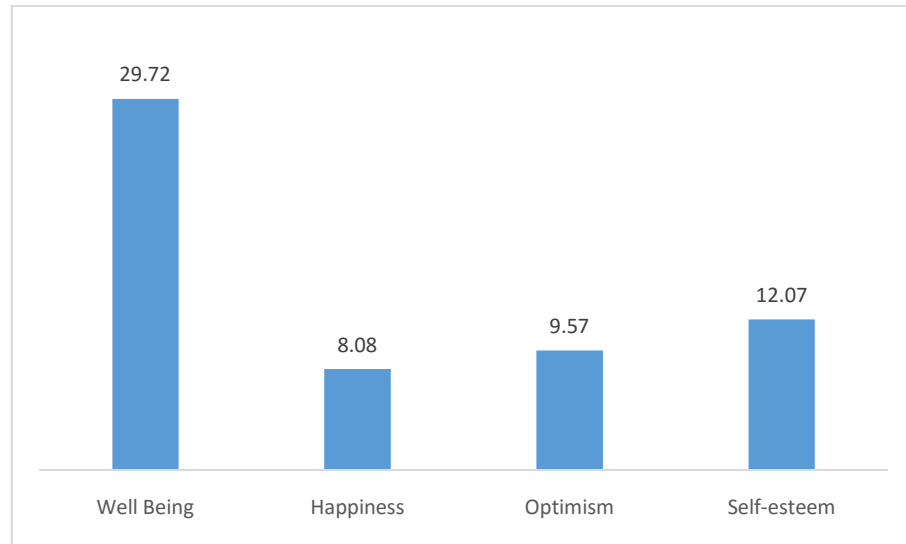
As per the data presented in the above figure, it can be seen that the factors of wellbeing in the workplace have been put through a Results (t-test). According to the data collected from the respondents surveyed for this study, it was found that Self-esteem had the highest average difference of 12.08, while Happiness had the lowest average difference of 8.08. Similarly, Optimism of employees was found to have average difference of 9.56.

Happiness

Happiness is the core essence of maintaining positivity in the workplace and among the employees. It includes emotional as well as financial contentment with the work and the workplace. Organizations that focus on the happiness of their employees get better turnovers and higher profits, because happiness boosts productivity. This

section contains analysis of data collected from the respondents in the study regarding statements that assessed their happiness levels in the workplace.

Table 16:

Happiness

Statement	1	2	3	4	5	6	7
I generally don't find life enjoyable	28.3	15	25	16.7	3.3	5	6.7
On the whole, I'm pleased with my life	3.3	1.7	20	6.7	11.7	33.3	23.3

The above table indicates the Respondents (Faculty) and percentage of respondents who agreed or disagreed to the statement first. A majority 28.3 percent of the total respondents who have participated in the survey chose to rank their opinion at 1.0 over the seven-point scale, showed that these respondents strongly disagreed with the statement. The cumulative percentage up to 4.0 points, which is at the mid-mark of the scale, was found to be at 85 percent. This implies that a vast majority of the respondents in the current study had varying degrees of disagreement towards the statement. Thus, it can be said that most of the respondents in the current study found their life satisfactory and enjoyable to live.The above table indicates the respondents and percentage of respondents who agreed or disagreed to the statement second. A majority of 33.3 percent of the total respondents who have participated in the survey chose to rank their opinion at 6.0 over the seven-point scale, showed that these respondents strongly agreed with the statement. This was further supported by the 23.3 percent respondents who expressed their response at 7.0, which implies that a vast majority of the respondents in the current study had high degrees of agreement towards the statement. Thus, it can be said that most of the respondents in the current study found their life pleasing and happy. Yadav and Lata (2019) found that

happiness and emotional intelligence have statistically significant positive correlation and cheerfulness and contentment contributes to emotional intelligence.

Optimism

Optimism can be understood as the hope or belief towards looking at more favorable expectations from the future. It is the positive mental attitude that focuses on deriving desirable results from the project or work in question. It is an important aspect of Well-being as it promotes emotional and mental health, and boosts the will to work. This section contains analysis of data collected from the respondents in the study regarding statements that assessed their optimism levels in the workplace.

Table 17:

Optimism

Statement	1	2	3	4	5	6	7
On the whole, I have a gloomy perspective on most things	25	11.7	3.3	23.3	13.3	16.7	6.7
I generally believe that things will work out fine in my life	0	0	5	1.7	25	33.3	35

The above table indicates the Respondents (Faculty) and percentage of respondents who agreed or disagreed to the statement first. A majority25 percent of the total respondents who have participated in the survey chose to rank their opinion at 1.0 over the seven-point scale, showed that these respondents strongly disagreed with the statement. The cumulative percentage up to 4.0 points, which is at the mid-mark of the scale, was found to be at 63 percent. This implies that a vast majority of the respondents in the current study had varying degrees of disagreement towards the statement. Thus, it can be said that most of the respondents in the current study responded that they had a cheerful perspective about life, and did not get affected by negative expectations.The above table indicates the respondents and percentage of

respondents who agreed or disagreed to the statement second. A majority 35 percent of the total respondents who have participated in the survey chose to rank their opinion at 7.0 over the seven-point scale, showed that these respondents completely agreed with the statement. Another 33 percent of the respondents also showed strong agreement to the statement. This implies that a vast majority of the respondents in the current study had strong agreement towards the statement. Thus, it can be said that most of the respondents in the current study had a hopeful and positive outlook for the future supported by Yadav and Lata(2019).

Self-esteem

Self-esteem can be understood as the subjective evaluation made by a person about their own inherent worth as individuals. It is an important component of well-being, as it directly connects to the emotional and mental health of the person. This section contains analysis of data collected from the respondents in the study regarding statements that assessed their self-esteem levels in the workplace.

Table 18:

Self-esteem

Statement	1	2	3	4	5	6	7
I feel that I have a number of good qualities	0	0	1.7	5	26.7	33.3	33.3
I believe I'm full of personal strengths	0	0	0	1.7	21.7	36.7	40

The above table indicates the respondents and percentage of respondents, who agreed or disagreed to the first statement i.e. 33.3 percent, chose to express their complete agreement with the statement at 7.0 on the seven-pointer scale. Further, another 33.3 percent of the respondents showed strong agreement to the statement at point 6.0. Thus, it is clear that the respondents had an overwhelming agreement

towards the statement. This shows that most of the respondents had good faith in their personal virtues.The above table indicates the Respondents (Faculty) and percentage of respondents who agreed or disagreed to the second statement. A majority of the respondents, i.e. 40 percent, chose to express their complete agreement with the statement at 7.0 on the seven-pointer scale. Further, another 36.7 percent of the respondents showed strong agreement to the statement at point 6.0. Thus, it is clear that the respondents had an overwhelming agreement towards the statement. This shows that most of the respondents had good faith in their personal strengths and talents supported by Bar- On (2002).

Self- control

Self-control refers to the exercise of one's power over one's behavior and actions in order to achieve specific aims. It refers to the control over one's basic emotions, impulses and cognitive process. In the present study, self-control is assessed by looking at three major factors, namely- emotional regulation, impulsiveness and stress management.

Figure 7:

Average values of emotional intelligence dimensions-2
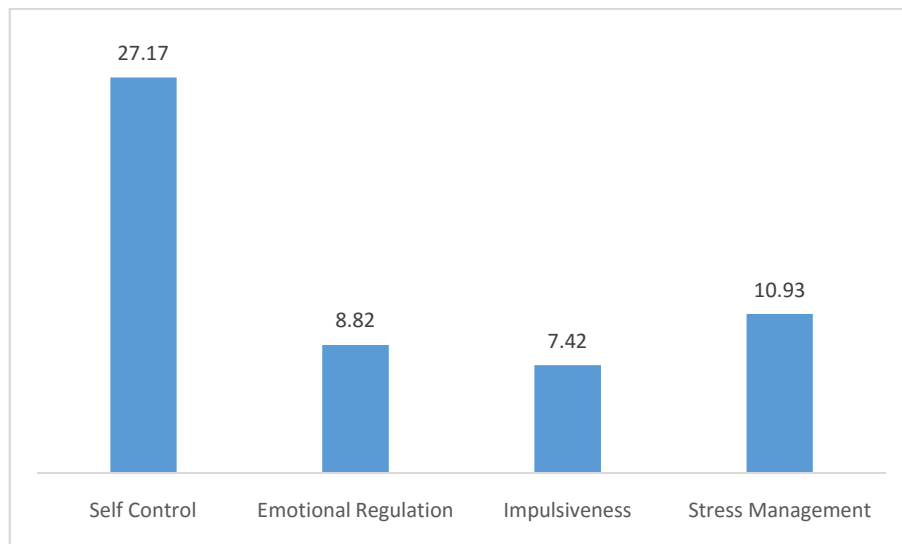
As per the data presented in the above graph, it can be seen that the factors of self-control in the workplace have been put through results (t-test). According to the data collected from the respondents surveyed for this study, it was found that stress management had the highest average difference of 10.93, while impulsiveness had the lowest average difference of 7.41. Similarly, emotional regulation of employees was found to have average difference of 8.81.

Emotional regulation

Emotional regulation refers to the control over one's cognitive processes in order to maintain and manage emotional ups and downs of the individual. It refers to the practice of keeping emotions in balance and the responses in control. Emotional regulation also includes the ability of individuals to identify and influence the emotions they have in a controlled and conscious manner. This section contains analysis of data collected from the respondents in the study regarding statements that assessed their levels of emotional regulation in the workplace.

Table 19:

Emotional Regulation

Statement	1	2	3	4	5	6	7
I usually find it difficult to regulate my emotions	13.3	16.7	15	16.7	21.7	13.3	3.3
I'm usually able to find ways to control my emotions when I want to	0	6.7	8.3	10	33.3	25	16.7

The above table indicates the percentage of respondents, who agreed or disagreed to the first statement i.e. 21.7 percent, chose to express their agreement with the statement at 5.0 on the seven-pointer scale. Further, another 13.3 percent of the respondents showed complete disagreement to the statement at point 1.0, while

another 16 percent showed disagreement as well. Thus, it is clear that the respondents had an overall attitude of disagreement towards the statement. This shows that most of the respondents did not find that they couldn't regulate their emotions well as per the situation.The above table indicates the Respondents (Faculty) and percentage of respondents who agreed or disagreed to the second statement. A majority of the respondents, i.e. 33.3 percent, chose to express their agreement with the statement at 5.0 on the seven-pointer scale. Further, another 25 percent of the respondents showed strong agreement to the statement at point 6.0. Thus, it is clear that the respondents had an overwhelming agreement towards the statement. This shows that most the respondents had strong emotional regulation capabilities in them.

Impulsiveness

Impulsiveness refers to the inclination of an individual to act one immediate impulse rather than controlled thought. It is motivated by sudden decisions and spontaneous actions, rather than organized or planned cognitive process. This section contains analysis of data collected from the respondents in the study regarding statements that assessed their impulsiveness levels in the workplace.

Table 20:

Impulsiveness

Statement	1	2	3	4	5	6	7
I tend to change my mind frequently	18.3	21.7	16.7	16.7	13.3	5	8.3
I tend to get involved in things I later wish I could get out of	8.3	11.7	21.7	8.3	33.3	5	11.7

The above table indicatespercentage of respondents who agreed or disagreed to the statement first. A majority of the respondents, i.e. 21.7 percent, chose to express their strong disagreement with the statement at 2.0 on the seven-pointer scale. Further,

another 18.3 percent of the respondents showed disagreement to the statement at point 1.0. Thus, it is clear that the respondents had an overall disagreement towards the statement. This shows that most of the respondents were not impulsive and did not make spontaneous decisions.The above table indicates the percentage of respondents who agreed or disagreed to the statement second. A majority of the respondents, i.e. 33 percent, chose to express their agreement with the statement at 5.0 on the seven-pointer scale. However, another 21.7 percent of the respondents showed disagreement to the statement at point 3.0. Thus, it is clear that the respondents had an overall lack of general consensus towards the statement. This shows that most of the respondents had varying degrees of spontaneity and impulsive behaviour in their nature supported by Petrides and Furnham (2006).

Stress management

Stress management refers to a vast array of techniques and processes that are geared towards controlling and regulating a person's level of stress. It is an important aspect of self-control for an individual. This section contains analysis of data collected from the respondents in the study regarding statements that assessed their stress management levels in the workplace.

Table 21:

Stress Management

Statement	1	2	3	4	5	6	7
On the whole, I'm able to deal with stress	0	1.7	6.7	13.3	28.3	28.3	21.7
Others admire me for being relaxed	0	3.3	5	11.7	21.7	31.7	26.7

The above table indicates the percentage of respondents who agreed or disagreed to the first statement. A majority of the respondents, i.e. 28.3 percent, chose

to express their agreement with the statement at 5.0 on the seven-pointer scale. Further, another28.3 percent of the respondents showed strong agreement to the statement at point 6.0. On the other hand, 13 percent of the respondents showed some disagreement towards the statement. Thus, it is clear that the respondents had varying degrees of agreement towards the statement. This shows that there is a lack of consensus among the respondents in the current study about their personal ability to deal with stress.The above table indicates the percentage of respondents who agreed or disagreed to the second statement. A majority of the respondents, i.e. 31.7 percent, chose to express their agreement with the statement at 6.0 on the seven-pointer scale. Further, another 26.7 percent of the respondents showed complete agreement to the statement at point 7.0. Thus, it is clear that the respondents had an overwhelming agreement towards the statement. This shows that most of the respondents had good faith in their ability to stay relaxed and centred in times of stress.

Sociability

Sociability refers to the disposition of an individual to maintain social relationships in a positive way. People who possess a sociable attitude are more disposed towards seeking out ways to connect and maintain relationships with people. It is thus, an important aspect of emotional intelligence in an individual. In the current study, sociability has been assessed through three factors, namely- emotional management, assertiveness and social awareness. This section contains analysis of data collected from the respondents in the study regarding statements that assessed their sociability levels in the workplace.

Figure 8:

Average values of emotional intelligence dimensions-3
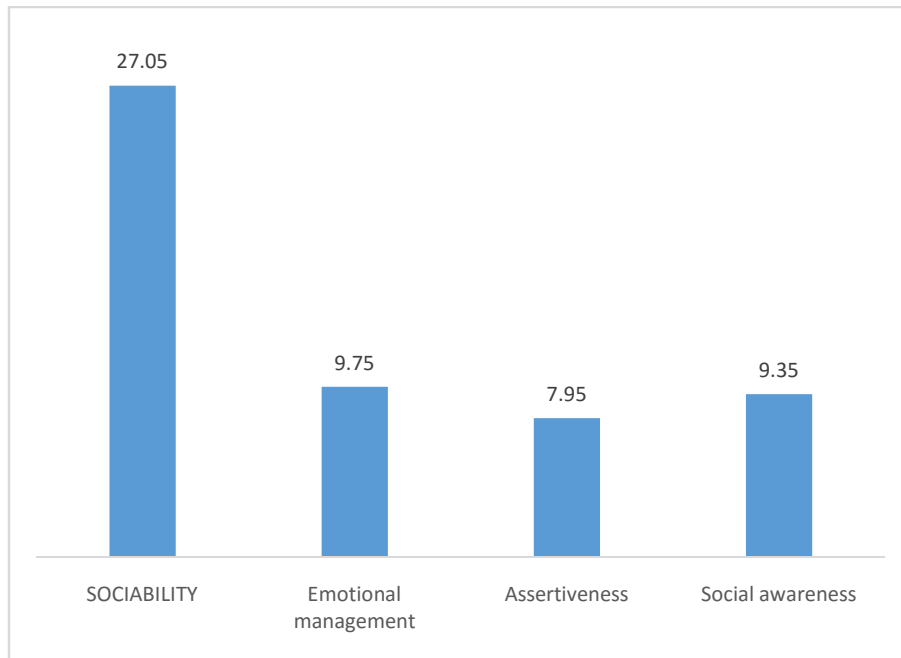
As per the data presented in the above graph, it can be seen that the factors of sociability in the workplace have been put through a Results (t-test). According to the data collected from the respondents surveyed for this study, it was found that emotional management had the highest average difference of 9.75, while assertiveness had the lowest average difference of 7.95. Similarly, social awareness of employees was found to have average difference of 9.35.

Emotional management

It is an important aspect of sociability, as it allows an individual to recognize emotional nuances in social relationships. This section contains analysis of data collected from the respondents in the study regarding statements that assessed their emotional management levels in the workplace.

Table 22:

Emotional Management

Statement	1	2	3	4	5	6	7
I can deal effectively with people	3.3	6.7	10	16.7	23.3	21.7	18.3
I'm usually able to influence the way other people feel	3.3	3.3	11.7	21.7	18.3	28.3	13.3

The above table indicates the percentage of respondents who agreed or disagreed to the first statement. A majority of the respondents, i.e. 23.3 percent, chose to express their agreement with the statement at 5.0 on the seven-pointer scale. Further, another 21.7 percent of the respondents showed strong agreement to the statement at point 7.0, along with 18.3 percent respondents who showed complete agreement with the same. Thus, it is clear that the respondents had an overwhelming agreement towards the statement. This shows that most of the respondents had good faith in their public relations abilities.The above table indicates the percentage of respondents who agreed or disagreed to the statement second. A majority of the respondents, i.e. 28.3 percent, chose to express their strong agreement with the statement at 6.0 on the seven-pointer scale. Further, another 13.3 percent of the respondents showed complete agreement to the statement at point 7.0. Thus, it is clear that the respondents had varying degrees of agreement towards the statement. This shows that most of the respondents were confident that they could influence the feelings of other people around them.

Assertiveness

Assertiveness refers to the social skill that allows a person to speak up in defense of their thoughts and actions, and maintain confidence over their cognitive processes. It is an important aspect of sociability as it is the ability of individuals to

develop a coherent and clear personality of their own and thus attract social capital. This section contains analysis of data collected from the respondents in the study regarding statements that assessed their assertiveness levels in the workplace.

Table 23:

Assertiveness

Statement	1	2	3	4	5	6	7
I often find it difficult to stand up for my rights	18.3	13.3	8.3	11.7	23.3	16.7	8.3
I tend to "back down" even if I know I'm right	13.3	18.3	8.3	8.3	21.7	23.3	6.7

The above table indicates percentage of respondents who agreed or disagreed to the first statement. A majority of the respondents, i.e. 23.3 percent, chose to express their agreement with the statement at 5.0 on the seven-pointer scale. Further, another 16.7 percent and 8.7 percent of the respondents showed agreement to the statement at point 6.0 ad 7.0, respectively. Thus, it is clear that the respondents had an overall agreement towards the statement. This shows that most of the respondents were not able to defend their rights in an easy manner. This indicates a generally low level of assertiveness among the respondents in the study.The above table indicatespercentage of respondents who agreed or disagreed to the second statement. A majority of the respondents, i.e. 23.3 percent, chose to express their strong agreement with the statement at 6.0 on the seven-pointer scale. Further, another 21.7 percent of the respondents showed their agreement to the statement at point 6.0. On the other hand, a high percentage of respondents, i.e. 18 percent, showed strong disagreement to the statement. This was supported by the fact that 13.3 respondents also showed complete disagreement with the subject. Thus, it is clear that the respondents had a lack of universal consensus towards the statement. This shows that while a higher number of

respondents did not show great assertiveness, there was a significant percent of the respondents who did.

Social awareness

Social awareness is the ability of an individual to recognize, understand and utilize social cues in their immediate environment. It also refers to the way an individual would react to the problems of society as well as their own interpersonal struggles. This section contains analysis of data collected from the respondents in the study regarding statements that assessed their social awareness levels in the workplace.

Table 24:

Social Awareness

Statement	1	2	3	4	5	6	7
I would describe myself as a good negotiator	0	6.7	13.3	28.3	18.3	18.3	15
I don't seem to have any power at all over other people's feelings	6.7	5	11.7	20	23.3	20	13.3

The above table indicates the percentage of respondents who agreed or disagreed to the first statement. A majority of the respondents, i.e. 28.3 percent, chose to express their neutral stance with the statement at 4.0 on the seven-pointer scale. At the same time, there were 15 percent respondents who showed complete agreement with the statement. Not every person can be good at negotiating or mediating, and hence the varied responses to the statement are understandable. The data collected from the respondents in this study clearly indicates that negotiation skills are found in many people at varying degrees of effectiveness.The above table indicates the percentage of respondents who agreed or disagreed to the second statement. A majority of the respondents, i.e. 23.3 percent and 20 percent, chose to express their

agreement with the statement at 4.0 and 5.0 on the seven-pointer scale. This shows that majority of the respondents in the survey were not in either agreement or disagreement with the statement and had neutral degrees of social awareness.

Emotionality

Emotionality refers to the ability of an individual to react to a stimulus that is expected to trigger an emotional response in them. It is the extent of emotional reactivity in an individual. In the present study, four factors, namely- empathy, emotional management, emotional expression and relationship assess emotionality.

Figure 9:

Average values of dimensions of emotional intelligence-4
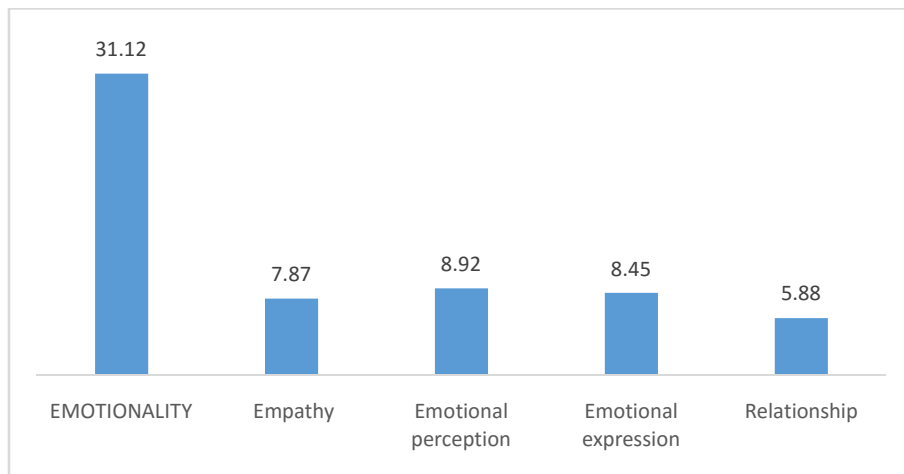
As per the data presented in the above graph, it can be seen that the factors of emotionality in the workplace have been put through results (t-test). According to the data collected from the respondents surveyed for this study, it was found that emotional perception had the highest Average difference of 8.91, while relationship had the lowest average difference of 5.88. Similarly, empathy of employees was found to have average difference of 7.86.

Empathy

Empathy refers to the ability of an individual to place themselves in other's shoes and understand their struggles and challenges at a similar perspective. It gives

an individual to understand frames of references in terms of emotional issues faced by others around them. It is a key aspect of emotionality of an individual. This section contains analysis of data collected from the respondents in the study regarding statements that assessed their empathy levels in the workplace.

Table 25:

Empathy

Statement	1	2	3	4	5	6	7
I often find it difficult to see things from another person's viewpoint	26.7	30	8.3	6.7	8.3	18.3	1.7
I'm normally able to "get into someone's shoes" and experience their emotions	16.7	1.7	1.7	11.7	18.3	28.3	21.7

The above table indicates the percentage of respondents who agreed or disagreed to the first statement. A majority of the respondents, i.e. 30 percent, chose to express their strong disagreement with the statement at 2.0 on the seven-pointer scale. Further, another 26.7 percent of the respondents showed disagreement to the statement at point 1.0. Thus, it is clear that the respondents had an overall disagreement towards the statement. This shows that most of the respondents did not find that they couldn't view things from others' perspectives. This shows that the respondents in the current study possessed good degrees of empathy. The above table indicates the percentage of respondents who agreed or disagreed to the second statement. A majority of the respondents, i.e. 28.3 percent, chose to express their strong agreement with the statement at 6.0 on the seven-pointer scale. Further, another 21.7 percent of the respondents showed complete agreement to the statement at point 7.0. Thus, it is clear that the respondents had an overwhelming agreement towards the

statement. This shows that most of the respondents had good confidence in their ability to empathise.

 Emotional perception

Emotional perception refers to a person's innate ability to recognize and identify the emotional subtleties of the people and environment around them. It is the ability to pick up the mood and atmosphere of the surroundings and gather insights from it. It is a key aspect of emotionality of an individual. This section contains analysis of data collected from the respondents in the study regarding statements that assessed their emotional perception levels in the workplace.

Table 26:

Emotional Perception

Statement	1	2	3	4	5	6	7
Many times, I can't figure out what emotion I'm feeling	15	16.7	6.7	15	20	15	11.7
I often pause and think about my feelings	3.3	10	8.3	15	16.7	26.7	20

The above table indicates the percentage of respondents who agreed or disagreed to the second statement. A majority of the respondents, i.e. a cumulative 53.3 percent, chose to express their disagreement with the statement up to 4.0 on the seven-pointer scale. However, the remaining respondents expressed their agreement in varying degrees from 5.0 to 7.0 on the scale. Thus, it is clear that the respondents had no overall consensus on this statement. It shows that there are varying degrees of emotional perception among the respondents.The above table indicates the percentage of respondents who agreed or disagreed to the statement second. A majority of the respondents, i.e. 33.3 percent, chose to express their complete agreement with the statement at 7.0 on the seven-pointer scale. Further, another 33.3 percent of the

respondents showed strong agreement to the statement at point 6.0. Thus, it is clear that the respondents had an overwhelming agreement towards the statement. This shows that most of the respondents had good faith in their personal virtues supported by Goleman (1999).

 Emotional expression

Emotional expression refers to the ability of a person to modify their behavior in a way that communicates an emotional state or attitude. It may be verbal or non-verbal, and may or may not be self-consciously practiced. It is a key aspect of emotionality of an individual. This section contains analysis of data collected from the respondents in the study regarding statements that assessed their emotional expression levels in the workplace.

Table 27:

Emotional Expression

Statement	1	2	3	4	5	6	7
Expressing my emotions with words is not a problem for me	10	13.3	3.3	13.3	21.7	11.7	26.7
I often find it difficult to show my affection to those close to me	26.7	8.3	15	6.7	10	18.3	15

The above table indicates the percentage of respondents, who agreed or disagreed to the first statement i.e. 26.7 percent, chose to express their agreement with the statement at 7.0 on the seven-pointer scale. Further, another 21.7 percent of the respondents showed agreement to the statement at point 5.0. Thus, it is clear that the respondents had an overall agreement towards the statement. This shows that most of the respondents could reach the conclusion that using words for their emotional expression was not a problem for them.The above table indicates the percentage of respondents who agreed or disagreed to the second statement. A majority of the

respondents, i.e. 26.7 percent, chose to express their complete disagreement with the statement at 1.0 on the seven-pointer scale. Further, another 15 percent of the respondents showed disagreement to the statement at point 3.0. On the other hand, there were respondents who showed complete agreement to the statement at point 7.0. Thus, it is clear that the respondents had an overwhelming disagreement towards the statement. This shows that most of the respondents could not reach a general consensus on their ability to showcase affection to their near ones, thus exhibiting varying degrees of emotional expression.

Relationship

Relationship refers to the ability of an individual to build lasting and trusting relationships around them. It includes the ability to form connections and bonds with people around them, whether it is professional or personal. It is a key aspect of emotionality of an individual. This section contains analysis of data collected from the respondents in the study regarding statements that assessed their relationship capabilities in the workplace.

Table 28:

Relationship

Statement	1	2	3	4	5	6	7
Those close to me often complain that I don't treat them right	23.3	25	20	6.7	6.7	10	8.3
I find it difficult to bond well even with those close to me	36.7	21.7	8.3	10	11.7	8.3	3.3

The above table indicates the percentage of respondents who agreed or disagreed to the statement first. A majority of the respondents, i.e. 23.3 percent, chose to express their complete disagreement with the statement at 1.0 on the seven-pointer

scale. Further, another 25 percent of the respondents showed strong disagreement to the statement at point 2.0. Thus, it is clear that the respondents had an overwhelming disagreement towards the statement. This shows that most of the respondents had good faith in ability to bond with others around them. The above table indicates the percentage of respondents who agreed or disagreed to the statement second. A majority of the respondents, i.e. 36.7 percent, chose to express their complete disagreement with the statement at 1.0 on the seven-pointer scale. Further, another 21.7 percent of the respondents showed strong disagreement to the statement at point 2.0. Thus, it is clear that the respondents had an overwhelming disagreement towards the statement. This shows that most of the respondents did not have any trouble in building relationships with their near ones.

Auxiliary factors

Auxiliary factors refer to the additional factors that go into defining the emotional intelligence of a person. In the present study, two factors have been assessed to determine the same. These two factors are self-motivation and adaptability of an individual. The data has been analyzed on the basis of one-sample results (descriptive), using average and standard deviation.

Figure 10:

Average values of emotional intelligence dimensions-5
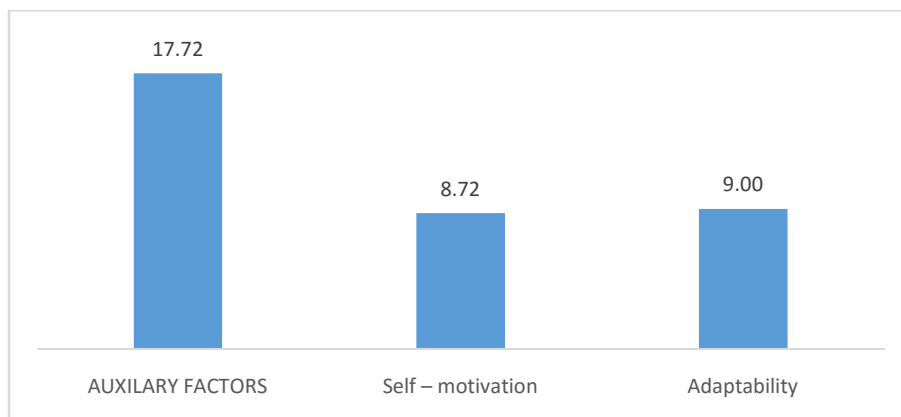
As per the data presented in the above graph, it can be seen that the factors of auxiliary factors in the workplace have been put through results (t-test). According to the data collected from the respondents surveyed for this study, it was found that adaptability had the higher average difference of 9, while self-motivation had the average difference of 8.71.

Self –motivation

Self-motivation refers to the drive of an individual to do things and achieve their aims. It is the inherent will and force that pushes a person to make effort and be consistently performing towards their set goals. This section contains analysis of data collected from the respondents in the study regarding statements that assessed their self-motivation levels in the workplace.

Table 29:

Self-Motivation

Statement	1	2	3	4	5	6	7
I normally find it difficult to keep myself motivated	21.7	26.7	21.7	6.7	5	8.3	10
On the whole, I'm a highly motivated person	0	3.3	1.7	15	23.3	25	31.7

The above table indicates the percentage of respondents who agreed or disagreed to the first statement. A majority of the respondents, i.e. 21.7 percent, chose to express their complete disagreement with the statement at 1.0 on the seven-pointer scale. Further, another 26.7 percent of the respondents showed strong disagreement to the statement at point 2.0. Thus, it is clear that the respondents had an overwhelming disagreement towards the statement. This shows that most of the respondents did not lack in self-motivation and found themselves finding inspiration easily.The above table indicates the percentage of respondents who agreed or disagreed to the second

statement. A majority of the respondents, i.e. 31.7 percent, chose to express their complete agreement with the statement at 7.0 on the seven-pointer scale. Further, another 25 percent of the respondents showed strong agreement to the statement at point 6.0. Thus, it is clear that the respondents had an overwhelming agreement towards the statement. This shows that most of the respondents did not face any issues in self-motivating themselves.

Adaptability

Adaptability refers to the ability of an individual to change in order to align to different terms and conditions of their environment. It is a dynamic attitude that inspires willingness in an individual to be flexible and open to new ideas and circumstances. It is an important part of emotional intelligence of a person to ensure mental peace and stability. This section contains analysis of data collected from the respondents in the study regarding statements that assessed their adaptability levels in the workplace.

Table 30:

Adaptability

Statement	1	2	3	4	5	6	7
I often find it difficult to adjust my life according to the circumstances	18.3	31.7	16.7	10	8.3	5	10
Generally, I'm able to adapt to new environments	0	0	5	6.7	21.7	30	36.7

The above table indicates the percentage of respondents who agreed or disagreed to the statement first. A majority of the respondents, i.e. 31.7 percent, chose to express their strong disagreement with the statement at 2.0 on the seven-point scale. Further, another 18.3 percent of the respondents showed complete disagreement

to the statement at point 1.0. Thus, it is clear that the respondents had an overwhelming disagreement towards the statement. This shows that most of the respondents did not find it tough to adapt their life according to the situations around them.The above table indicates the percentage of respondents who agreed or disagreed to the statement second. A majority of the respondents, i.e. 36.7 percent, chose to express their complete agreement with the statement at 7.0 on the seven-pointer scale. Further, another 30 percent of the respondents showed strong agreement to the statement at point 6.0. Thus, it is clear that the respondents had an overwhelming agreement towards the statement. This shows that most of the respondents did not face any issues in adapting to new environments around them.

Figure 11:

Average values of emotional intelligence all dimensions
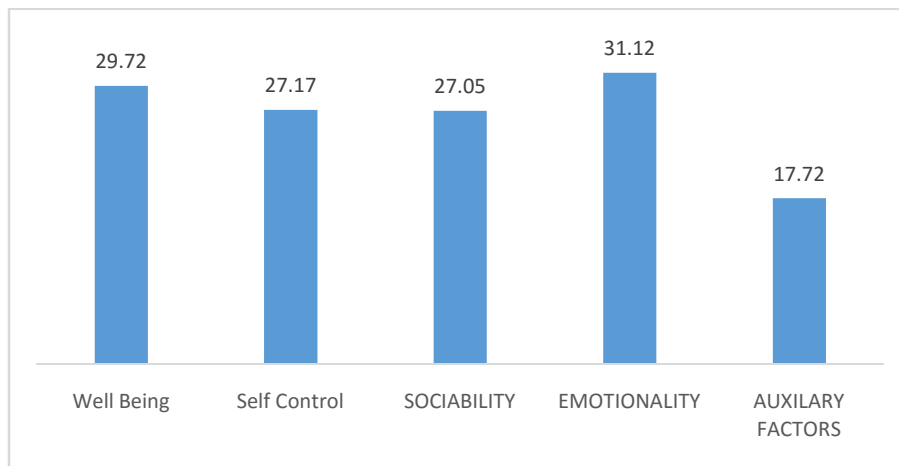
As per the data presented in the above graph, it can be seen that the five factors of emotional intelligence in the workplace have been put through a Results (t-test). It was found that emotionality had the highest average difference of 31.12, while the auxiliary factors had the lowest average difference of 17.72. Similarly, Wellbeing of employees was found to have an average difference of 29.72. It was closely

followed by self control and sociability factors, with average differences of 27.17 and

27.05, respectively.

Emotional Intelligence, Socio-Cultural Context, Gendered Governance and Demographic Profile

Table 31:

Age and Emotional Intelligence, Socio-Cultural Context, Gendered Governance

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Emotional Intelligence	31 to 40 years	22	134.8636	18.22687	3.88598	126.7823	142.9450	103.00	172.00
	41 to 50 years	27	127.0000	15.67703	3.01705	120.7984	133.2016	100.00	170.00
	Above 51 years	11	142.7273	20.10020	6.06044	129.2238	156.2308	113.00	177.00
	Total	60	132.7667	18.17650	2.34658	128.0712	137.4622	100.00	177.00
Socio-cultural	31 to 40 years	22	79.6818	15.73103	3.35387	72.7071	86.6566	49.00	109.00
	41 to 50 years	27	81.6296	13.74534	2.64529	76.1922	87.0671	56.00	109.00
	Above 51 years	11	82.5455	12.92566	3.89723	73.8619	91.2290	66.00	107.00
	Total	60	81.0833	14.17481	1.82996	77.4216	84.7451	49.00	109.00
Overall Governance Quality	31 to 40 years	22	9.5000	2.92363	.62332	8.2037	10.7963	3.00	15.00
	41 to 50 years	27	10.2963	3.20834	.61745	9.0271	11.5655	3.00	15.00
	Above 51 years	11	11.5455	3.85652	1.16278	8.9546	14.1363	3.00	15.00
	Total	60	10.2333	3.25923	.42077	9.3914	11.0753	3.00	15.00

In regards to age group of female academicians, the mean value of emotional intelligence was found highest i.e. 142.72 among the women who were above 51 years of age, while the lowest mean i.e. 127 was fund between 41 to 50 years old women. Similarly, the female academicians who were above 51 years of age had the highest mean value for socio-cultural context i.e. 82.5, while women aged between 31 to 40 years had the lowest mean value at 79.68. In terms of gendered governance, the highest average value i.e. 11.545 was found in age group above 51 years and the corresponding lowest mean value i.e. 9.5 was found among women aged between 31 to 40 years. This shows that older female academicians had a higher emotional intelligence, socio-cultural context factors, and gendered governance on an average.

Table 32:

Effect of age on Emotional Intelligence, Socio-Cultural Context and Gendered Governance

		Sum of Squares	df	Mean Square	F	Sig.
Emotional Intelligence	Between Groups	2085.961	2	1042.980	3.415	.040
	Within Groups	17406.773	57	305.382		
	Total	19492.733	59			
Socio-cultural context	Between Groups	74.787	2	37.394	.181	.835
	Within Groups	11779.796	57	206.663		
	Total	11854.583	59			
Overall Governance Quality	Between Groups	30.876	2	15.438	1.477	.237
	Within Groups	595.857	57	10.454		
	Total	626.733	59			

F-value of emotional intelligence was 3.415, at a corresponding p-value of 0.040. This shows that there is a significant difference in the mean emotional

intelligence among the female academicians in respect to age groups. In case of socio-cultural context, the f-value was at 0.181, and p-value was found to not be significant at 0.835. Gendered governance had an f-value of 1.477 with p-value 0.237, which was not found significant across different age groups of female academicians. Women of higher age groups have more experience dealing with various ups and downs of life, showed they can develop different degree of emotional intelligence as compared to women from lower age groups.

Table 33 :

Education and Emotional Intelligence, Socio-Cultural Context, Gendered Governance

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Emotional Intelligence	Post Graduate	9	137.6667	17.48571	5.82857	124.2260	151.1074	110.00	165.00
	PHD	40	133.3500	18.74190	2.96336	127.3560	139.3440	100.00	177.00
	M.Phil	3	136.0000	18.35756	10.59874	90.3973	181.6027	123.00	157.00
	M.Phil and PHD	8	123.1250	15.44055	5.45906	110.2164	136.0336	103.00	152.00
	Total	60	132.7667	18.17650	2.34658	128.0712	137.4622	100.00	177.00
Socio-cultural	Post Graduate	9	70.5556	12.49111	4.16370	60.9540	80.1571	57.00	97.00
	PHD	40	84.1250	13.43968	2.12500	79.8268	88.4232	49.00	109.00
	M.Phil	3	90.0000	11.13553	6.42910	62.3378	117.6622	78.00	100.00
	M.Phil and PHD	8	74.3750	13.87637	4.90604	62.7741	85.9759	56.00	95.00
	Total	60	81.0833	14.17481	1.82996	77.4216	84.7451	49.00	109.00

		N	Mean	Std. Dev	Std. Error	Lower	Upper	Min	Max
Overall Governance Quality	Post Graduate	9	10.6667	3.20156	1.06719	8.2057	13.1276	6.00	15.00
	PHD	40	9.9500	3.20216	.50631	8.9259	10.9741	3.00	15.00
	M.Phil	3	8.0000	6.24500	3.60555	-7.5134	23.5134	3.00	15.00
	M.Phil and PHD	8	12.0000	1.77281	.62678	10.5179	13.4821	10.00	15.00
	Total	60	10.2333	3.25923	.42077	9.3914	11.0753	3.00	15.00

Regarding the academic qualification of female academicians, the emotional intelligence was found to have the highest value i.e. 137.66 between those who had done post-graduation. The highest value for socio-cultural context was found at 90 among those who had completed their M.Phil. while the lowest mean value was found among those academicians who had only completed post-graduation degree. The highest average value for gendered governance i.e. 12 was found among the women who had achieved both M.Phil. and PhD qualification.

Table 34:

Effect of Education on Emotional Intelligence, Socio-Cultural Context and Gendered Governance

		Sum of Squares	df	Mean Square	F	Sig.
Emotional Intelligence	Between Groups	1004.758	3	334.919	1.014	.393
	Within Groups	18487.975	56	330.142		
	Total	19492.733	59			
Socio-cultural	Between Groups	1966.111	3	655.370	3.711	.017
	Within Groups	9888.472	56	176.580		
	Total	11854.583	59			
Overall Governance Quality	Between Groups	44.833	3	14.944	1.438	.241
	Within Groups	581.900	56	10.391		
	Total	626.733	59			

Emotional intelligence had an f-value at 1.014, with a corresponding p-value at 0.393, which shows an insignificant mean difference among the educational qualifications of women academicians. On the other hand, socio-cultural context had an f-value o 3.711 with a significant p-value at 0.17. This shows that average socio-cultural context was different among women with different educational qualifications. The f-value for gendered governance   was found at 1.438, which had a p-value of 0.241, which showed there was no significant difference among educational qualifications regarding gendered governance. Availability of educational opportunities allows broader exposure to different social and cultural settings, which influences the environment of upbringing and personal growth.

Table 35:

Administrative Experience and Emotional Intelligence, Socio-Cultural Context, Gendered Governance

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Emotional Intelligence	Less than one year	11	141.1818	17.35407	5.23245	129.5232	152.8404	109.00	165.00
	1 to 3 years	21	132.0000	14.91643	3.25503	125.2101	138.7899	112.00	172.00
	3 to 5 years	17	129.7647	19.89827	4.82604	119.5340	139.9955	100.00	176.00
	Above 5 years	11	130.4545	21.66270	6.53155	115.9013	145.0077	103.00	177.00
	Total	60	132.7667	18.17650	2.34658	128.0712	137.4622	100.00	177.00
Socio-cultural	Less than one year	11	82.0000	15.29052	4.61027	71.7277	92.2723	57.00	109.00

	1 to 3 years	21	86.4762	14.11956	3.08114	80.0490	92.9033	49.00	109.00
	3 to 5 years	17	78.3529	13.24265	3.21181	71.5442	85.1617	59.00	107.00
	Above 5 years	11	74.0909	11.99545	3.61677	66.0323	82.1496	56.00	95.00
	Total	60	81.0833	14.17481	1.82996	77.4216	84.7451	49.00	109.00
Overall Governance Quality	Less than one year	11	10.7273	3.06891	.92531	8.6656	12.7890	8.00	15.00
	1 to 3 years	21	8.8095	3.28053	.71587	7.3162	10.3028	3.00	14.00
	3 to 5 years	17	10.2353	3.34532	.81136	8.5153	11.9553	3.00	15.00
	Above 5 years	11	12.4545	1.96792	.59335	11.1325	13.7766	10.00	15.00
	Total	60	10.2333	3.25923	.42077	9.3914	11.0753	3.00	15.00

Regarding administrative experience of female academicians, it was found emotional intelligence had the highest average value i.e. 141 among those with no prior experience, whereas it was lowest i.e. 129.76 among those with 3-5 years of experience of administration. The highest average for socio-cultural context was found at 86.47 among those with 1 to 3 years of experience, and the lowest among those with more than 5 years of experience. Overall governance quality was measured to be highest in average at 12.45 among those with above 5 years' experience, whereas it was lowest mean value i.e. 8.8 among those with 1 to 3 years of experience in administration.

Table 36:

Effect of Administrative Experience on Emotional Intelligence, Socio-Cultural Context and Gendered Governance

Effect of Administrative Experience on EI, SC and GG						
		Sum of Squares	df	Mean Square	F	Sig.
Emotional Intelligence	Between Groups	1003.311	3	334.437	1.013	.394
	Within Groups	18489.422	56	330.168		
	Total	19492.733	59			
Socio-cultural	Between Groups	1284.554	3	428.185	2.269	.090
	Within Groups	10570.030	56	188.751		
	Total	11854.583	59			
Overall Governance Quality	Between Groups	99.527	3	33.176	3.524	.021
	Within Groups	527.206	56	9.414		
	Total	626.733	59			

F-value of emotional intelligence was found to be 1.013 with p-value of 0.394, which is insignificant between groups based on administrative experience of female academicians. Similarly, the f-value of socio-cultural context was 2.269 with p-value of 0.090. it was insignificant and showed that the average socio-cultural context between all groups of administrative work experience were similar among female academicians. For gendered governance, the f-value was 3.524 with p-value of 0.021, which was found to be significant between the given groups. Women who already had prior administrative job experience were more likely to be better at their governance quality.

Descriptive Analysis

This section covers the descriptive analysis of the three major areas of the gendered governance namely; planning & execution, problem solving & decision making and the group building & connecting; using frequency method.

Table 37:

Planning and execution

		Respondents (Faculty)	Percentage
Scale	Very Good	4	6.7
	Good	7	11.7
	Moderate	18	30.0
	Poor	18	30.0
	Need to be improved	13	21.7
	Total	60	100.0

An equal percentage of the female faculty members from four selected universities perceived the quality of the women leaders related to the planning and execution of academic and administrative responsibilities as moderate and poor. While, 21.7 percent female faculties perceived that the women leaders in higher education system, need to improve their planning and execution qualities. Only 11.7 percent and 6.7 percent female faculty members from four selected universities perceived the quality of the women leaders related to the planning and execution of academic and administrative responsibilities as good and very good respectively. Hence, the women leaders working at leadership positions are not good in the area of planning and execution while male leaders are better than female leaders when it comes to planning and execution of the responsibilities.

Table 38:

Decision Making and Problem Solving

		Respondents (Faculty)	Percentage
Scale	Very Good	3	5.0

	Good	8	13.3
	Moderate	24	40.0
	Poor	16	26.7
	Need to be improved	9	15.0
	Total	60	100.0

40 percent female faculty members from four selected universities perceived the quality of the women administrators related to the problem solving and decision making related to academic and administrative work as moderate and 26.7 percent perceived as poor. While, 15 percent female faculties perceived that the women leaders in higher education system, need to improve their problem solving and decision-making qualities. Only 13.3 percent and 5.0 percent female faculty members from four selected universities perceived the quality of the women leaders related to the problem solving and decision making in academic and administrative work as good and very good respectively. Hence, the women leaders working at leadership positions are not good in the area of problem solving and decision making while male leaders are better than female leaders when it comes to problem solving and decision making.

Table 39:

Group Building and Connecting

		Respondents (Faculty)	Percentage
Scale	Very Good	4	6.7
	Good	13	21.7
	Moderate	12	20.0
	Poor	16	26.7
	Need to be improved	15	25.0
	Total	60	100.0

20 percent female faculty members from four selected universities perceived the quality of the women administrators related to the group building and connecting in academic and administrative work as moderate and 26.7 percent perceived as poor. While, 25 percent female faculties perceived that the women leaders in higher education system, need to improve their group building and connecting qualities. Only 21.7 percent and 6.7 percent female faculty members from four selected universities perceived the quality of the women leaders related to the group building and connecting in academic and administrative work as good and very good respectively. Hence, the women leaders working at leadership positions are not good in the area of group building and connecting while male leaders are better than female leaders when it comes to group building and connecting.

Overall the gendered governance was found to be moderate as per perceptions of the female faculty members of four selected universities. Female faculties in leadership positions need to improve their qualities related to these three areas; planning and execution, problem solving and decision making and the group building and connecting.

Socio-cultural context and gendered governance

Hypothesis: There is no effect of socio-cultural context on gendered governance.

Table 40:

Effect of socio-cultural context on gendered governance

Effect of socio-cultural context on gendered governance				
R-value	R Square	Adjusted R Square	f-value	P-value
-.503	.253	.240	19.649	.000
Predictors: Socio-cultural context , Gendered governance (Dependent Variable)				

The correlation between gendered governance and the socio-culture was found to be -0.503, which indicates that if the socio-cultural factors of a female leader will not be in the favour of her, then she will not be able to govern effectively. The governance quality of the female faculties' members gets affected by their socio-cultural factors. The adverse socio-cultural factors have a negative impact on the gendered governance and vice-versa. The correlation was moderate in degree and negative in direction between gendered governance and the socio-culture for the female faculties working in leadership position in higher education sector. Further, the variance explained by socio-cultural in the variable gendered governance was 0.253, which signifies that socio-culture factors are responsible for the variation in gendered governance only up to 25 percent while 75 percent variation remained unexplained. The ANOVA proves that the relationship between gendered governance and the socio-cultural proved using regression model is significant based on the p-value. . It can be better understood with the help of regression coefficient:

Socio-cultural context and gendered governance						
		Coefficients		Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	19.612	2.147		9.133	.000
	Socio-cultural	-.116	.026	-.503	-4.433	.000

The unstandardized coefficient for the socio-culture was -0.116, and the corresponding value of t was -4.433, at 0.000 p-value. Hence, all variables remain constant one unit change in socio-cultural will bring .11 percent variation in gendered governance. Hence, the relationship tested in the research was not much important but significant and negative.

Table 41:

Effect of dimensions of socio-cultural context on gendered governance

R-value	R Square	Adjusted R Square	f-value	P-value
.547	.299	.234	4.607	.001
Predictors: Work Place Culture/organizational, Work distribution, Family support, responsibilities and conflict, Reproductive health, Cultural beliefs				

0.547 value of R shows moderate degree of correlation between gendered governance and variables that determine the socio-cultural context among female academicians who were surveyed in the current study. Additionally, r square value is 0.299, which explains 29.9 percent variation regarding the perceived quality of governance in administration at higher educational institutions. The remaining 70.1 percent variation is left to chance factors. Since 29.9 percent is a low value of explained variance, it indicates that there can be other factors apart from the socio-cultural context of female academicians that can influence the perceived quality of gendered governance in administration of higher educational institutes among female academicians. Through ANOVA, we find that 4.607 value of F is significant based on the p-value (p=0.001). So, the results clearly indicate that there is a significant impact of Socio-cultural context among female academicians on the perceived quality of gendered governance. There can be a valid regression model between the variables where one could impact the other. Here, the causing variables are the five identified sub-variables of socio-cultural context- i.e. well-being, work place culture, family responsibility and support, work distribution, reproductive health, and cultural beliefs- among the female academicians in Rajasthan and Haryana, and the dependent variable

is the overall gendered governance perceived by them. It can be better understood with the help of regression coefficient:

Dimensions of socio-cultural context and gendered governance					
	Coefficients		Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	19.612	2.147		9.133	.000
Family support, responsibilities and conflict	-.290	.106	-.367	-2.731	.009
Cultural beliefs	.016	.112	.024	.145	.885
Reproductive health	-.132	.126	-.162	-1.046	.300
Work distribution	-.231	.162	-.177	-1.425	.160
Work Place Culture/organizational	-.109	.106	-.158	-1.030	.307

Out of the five sub-variables that determined the socio-cultural context among female academicians, only one sub-variable could be found to have a significant impact on the overall gendered governance. Family support, responsibilities and conflict had a p-value of 0.009 (p is significant at 0.05), and a un- standardized coefficient value of -0.290. Therefore, with all other variables being constant, it's evident that family support and responsibilities had a direct and significant relationship with the overall gendered governance in educational administration at higher education institutes, while other four sub-variables including work distribution, cultural beliefs, reproductive health, and work place culture did not have any significant relationship with the perceived overall gendered governance in these places. Previous studies show that family responsibilities and conflicts can affect the decision making at workplaces (Torp et al., 2018). Women in leadership and authority positions bring lessons derived from family experiences andbroader perspectives to

administrative decision making (Dhani and Sharma, 2017; Mandell and Pherwani, 2003).

Emotional Intelligence and Gendered Governance

Hypothesis: There is no significant effect of emotional intelligence on gendered governance.

Table 42:

Effect of emotional intelligence on gendered governance

R-value	R Square	Adjusted R Square	f-value	P-value
.072	.005	-.012	.306	.582
Predictors: Emotional Intelligence, Gendered governance (Dependent Variable)				

The correlation between gendered governance and the emotional intelligence was found to be 0.072, which indicates that if the emotional intelligence among female leader will be low, then she will not be able to govern effectively. The governance quality of the female faculties' members gets affected by their emotional intelligence factors. The adverse emotional intelligence factors have a negative impact on the gendered governance and vice-versa. The correlation was low in degree and positive in direction between gendered governance and the emotional intelligence for the female faculties working in leadership position in higher education sector. Further, the variance explained by emotional intelligence in the variable gendered governance was 0.005, which signifies that emotional intelligence are responsible for the variation in gendered governance only negligible that is 00 percent while 100 percent variation remained unexplained. The ANOVA proves that the relationship between gendered governance and the emotional intelligence proved using regression model is insignificant based on the p-value. It can be better understood with the help of regression coefficient:

Emotional intelligence on gendered governance					
		Coefficients		Coefficients			
		B	Std. Error	Beta	t	Sig.
1	(Constant)	8.508	3.146		2.704	.009
	Emotional Intelligence	.013	.023	.072	.553	.582

The un- standardized coefficient for the emotional intelligence was 0.013, and the corresponding value of t was 0.553, at 0.582 p-value. Hence, all variables remain constant one unit change in emotional intelligence will bring no variation in gendered governance. Hence, the relationship tested in the research was not much important and insignificant also.

Table 43:

Effect of dimensions of emotional intelligence on gendered governance.

Effect of dimensions of emotional intelligence on gendered governance				
R-value	R Square	Adjusted R Square	f-value	P-value
.341[a]	.116	.035	3.20238	.231
Predictors: Auxiliary Factors, Self-Control, Well Being, Sociability, Emotionality				

0.341 value of R shows low degree of correlation between quality of governance and factors of emotional intelligence among female academicians who were surveyed in the current study. Additionally, r square value is 0.116, which explains 11.6 percent variation regarding the perceived quality of governance in administration at higher educational institutions. The remaining 88.4 percent variation is left to chance factors. 11.6 percent is very low value of explained variance, thus it indicates that there can be many other factors apart from the emotional intelligence of

female academicians that can impact the perceived quality of gendered governance in administration of higher educational institutes in Rajasthan and Haryana. Next, ANOVA shows an f-value of 1.423 which was found insignificant at p-value of 0.231, which is higher than the significant value of $p < 0.05$. So, the results clearly indicate that there is no significant impact of Emotional Intelligence among female academicians on the perceived quality of gendered governance. There cannot be a valid regression model between the variables where one could impact the other. Here, the causing variables are the five identified factors of emotional intelligence- i.e. wellbeing, self-control, sociability, emotionality, and auxiliary factors-among the female academicians in, and the dependent variable is the overall gendered governance perceived by them, do not have a significant relationship. It can be better understood with the help of regression coefficient

Dimensions of emotional intelligence and gendered governance						
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	10.233	4.287		2.387	.021
	Well Being	-.199	.143	-.217	-1.389	.170
	Self-Control	.033	.110	.044	.301	.765
	Sociability	.274	.121	.419	2.274	.027
	Emotionality	.025	.077	.060	.324	.747
	Auxiliary Factors	-.180	.193	-.209	-.933	.355
Dependent Variable: Gendered governance						

Out of the five sub-variables that determined emotional intelligence among female academicians, only one sub-variable could be found to have a significant impact on the overall gendered governance. Sociability was found to be significant at p value of 0.027 (p is significant below 0.05), and having an unstandardized coefficient of 0.274. Thus, all variables remaining constant, sociability had a direct

and significant relationship with the overall gendered governance among female academicians in administration at higher education institutes; while other four sub-variables including emotionality, well-being, self-control, and auxiliary factors did not have any significant relationship with the perceived overall gendered governance of female academicians in these places. Findings from similar studies in the past provide support to these results. Certain variables of emotional intelligence such as the spirit of collaboration with others lead to good governance and decision abilities among administrators (Ugoani, 2014). Through the use of similar variables such as emotional leadership (Dulewicz and Higgs, 2003), or social competence (Baron and Markman, 2003), previous studies have also pointed to the significance of sociability on better governance. In studies by Mohanty and Das (2017) and Kakabadse et al. (2015), it was found that women have greater advantage over their emotional capabilities and thus suited to people management roles.

Emotional Intelligence, Socio-Cultural context and Gendered Governance

Table 44:

Effect of emotional intelligence and socio- cultural context on gendered governance

R-value	R Square	Adjusted R Square	f-value	P-value
.504	.254	.228	9.711	.000
Predictors: Emotional Intelligence, Socio-cultural context				

0.504 value of R shows low degree of correlation between gendered governance and emotional intelligence and socio-cultural context among female academicians who were surveyed in the current study. Additionally, r square value is 0.254, which explains 25.4 percent variation regarding the perceived quality of gendered governance in administration at higher educational institutions. The remaining 74.6 percent variation is left unexplained to chance factors. 25.4 percent is

a low value of explained variance, thus it indicates that there can be several other factors apart from the emotional intelligence or socio-cultural context of female academicians that can impact the perceived quality of gendered governance in administration of higher educational institutes according to female academicians in Haryana and Rajasthan. An ANOVA analysis indicates that 9.711 value of f was significant based on the p-value (p=0.000). So, the results clearly indicate that there is a significant impact of Emotional Intelligence and Socio-cultural context among female academicians on the perceived quality of gendered governance in higher education administration. There can be a valid regression model between the variables where one could impact the other. Here, the causing variables are emotional intelligence and the socio-cultural context among the female academicians in Rajasthan and Haryana, and the dependent variable is the overall gendered governance perceived by them. It can be better understood with the help of regression coefficient:

Emotional intelligence, socio- cultural context and gendered governance					
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	18.775	3.619		5.188	.000
Socio-cultural	-.115	.026	-.500	-4.361	.000
Emotional Intelligence	.006	.021	.033	.289	.774
Dependent Variable: Gendered governance					

Out of the two variables analyzed to determine overall gendered governance, only one was found to have a significant impact. Socio-cultural factors of female academicians studied in present research were found to be significant at 0.001value (significance being p<0.05). It shows that, with all variables remaining constant,

socio-cultural context directly and significantly impacts overall gendered governance in administration at higher educational institutes. On the other hand, emotional intelligence had a value of 0.774, which shows that it had no significant impact on perceptions regarding gendered governance in higher educational institutes among the female academicians in Rajasthan and Haryana. Several previous studies show that there may be a relationship between emotional intelligence and governance (Mandelland Pherwani, 2003; Ugoani, 2014). However, in the case of governance through a gendered perspective, it was found that emotional intelligence among women leaders or authorities did not influence their administrative decisions to a significant level (Baez et al., 2018).

Conceptual model

A conceptual model can be framed after considering the impact of emotional intelligence and socio-cultural over the gendered governance. The following figure depicts the correlation between all three variables of the study.

Figure 12:

Gendered Governance, Emotional Intelligence and Socio-Cultural Context
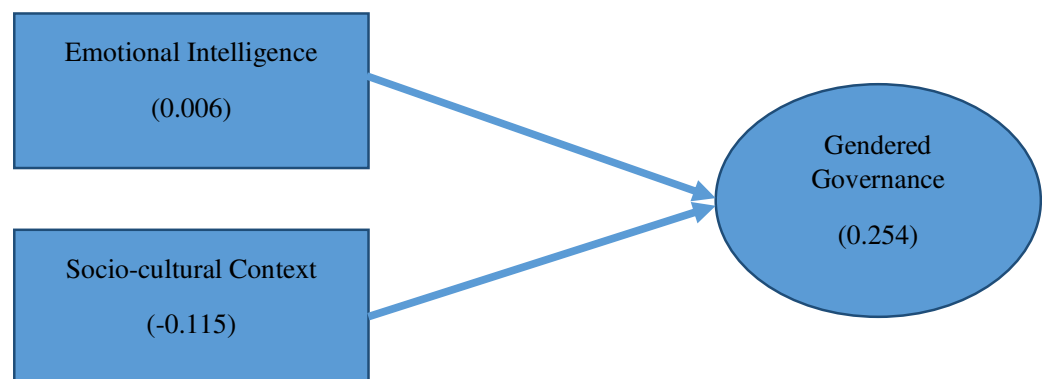
Source: self constructed

The relationship between three variables gendered governance, emotional intelligence and the socio-cultural context was found to be weak due to low value of the r-square. Further, the emotional intelligence was found to have insignificant impact on the gendered governance and socio-cultural factors were found to have a negative but significant impact on the gendered governance.