

CHAPTER 5

KEY FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

This chapter covers the major findings, summary of hypothesis, brief conclusion, suggestions for the academicians and higher authorities, practical implications of the study and future scope of the study.

Key Findings of Quantitative Analysis

- The gendered governance is found to be moderate level as per perceptions of the female faculty members. Female faculties in leadership positions need to improve their qualities related to these three areas; planning & execution, problem solving & decision making and the group building & connecting.
- In socio-cultural context dimension family responsibilities and work distribution have high variation, cultural beliefs and work place culture have average variation and reproductive health has low variation among women in governance in higher education.
- There is a significant effect of socio- cultural context on gendered governance. 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.
- Only one dimension 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 do not have any significant relationship with the perceived overall gendered governance in these places.

- In emotional intelligence dimensions family emotionality have high variation, well being, self- control and sociability have average variation and auxiliary factors have low variation among women in governance.
- There is no significant effect of emotional intelligence on gendered governance means emotional intelligence is not responsible for the variation in gendered governance.
- Sociability has 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 do not have any significant relationship with the perceived overall gendered governance of female academicians in these places.
- There is no significant effect of age and education on gendered governance but administrative experience has significant effect on gendered governance.
- There is significant effect of emotional intelligence and socio- cultural context on gendered governance in higher education.
- The emotional intelligence has no significant impact on the gendered governance but socio-cultural factors have a negative but significant impact on the gendered governance.

Key Findings of Qualitative Analysis

- The quality of the women administrators related to the planning and execution and academic and administrative responsibilities are good.
- Female administrators are better in convincing and helping to build team spirit among students as they believe in team-work as compared to working alone.

- Females are considered more transformational than males and they function as role models for the subordinates.
- The educational institutions for the smooth functioning of the institution form several committees. These committees include both male and females as their members and the appropriate suggestions are taken into consideration irrespective of the gender.

Conclusion

The present study is aimed at exploring the status of gendered governance in administration at higher educational institutes. The study is aimed at analyzing the effect of socio-cultural context and the emotional intelligence among female academicians on the gendered governance in these institutes. To achieve these objectives, the study has utilized primary data. The data for study was collected from 60 female teachers who have governance position across four universities in Haryana and Rajasthan. The data collection consisted of three close-ended and one open-ended questionnaire. The data is qualitative as well as quantitative in nature.

The study found that most female teachers involved in governance at the higher education institutions were middle-aged, with a high educational qualification. The most of the female academicians are married and having experience less than 20 years, and in terms of administration have less than five years experience.

The study looked at emotional intelligence among female teachers involved in governance through measuring five sub-variables. These are; well-being, sociability, emotionality, self-control, and auxiliary factors. The study concluded that women academicians who were involved in administration have high emotionality and well-being. However, they have comparatively lower self-control, and sociability, or other auxiliary factors such as adaptability and self-motivation.

Next, the study concluded that there were five sub-variables to measure the socio-cultural context of female teachers involved in governance. These are: family support and responsibility, cultural beliefs, reproductive health, distribution of work, and workplace culture. The female academicians are mostly affected by work distribution, family support and cultural beliefs. They were comparatively less affected by workplace culture or reproductive health in making administrative decisions at their organizations.

Next, in terms of measuring Governance quality, the study examined three variables, as planning & execution, problem solving & decision making, and group building & connecting. It found that female academicians faced greater difficulty than their male counterparts in handling governance. The female leaders are less capable than male leaders in terms of decision-making, planning and execution of decisions, as well as group building and connecting with others in the workplace.

The study then examined the relationship between emotional intelligence and gendered governance. It was found that the emotional intelligence of female academicians do not have any direct or significant impact upon the quality of governance done by them. The variables of emotional intelligence are not correlated to gendered governance. This relationship cannot be proved among female academicians working in four selected universities.

Next, the study examined the role of socio-cultural context upon gendered governance. Socio- cultural context of the female academicians, which included their family responsibilities, work culture, and cultural beliefs among others, is directly significant to the quality of gendered governance. The impact of social and cultural environment of female academicians is thus proved to be important in this study.

Lastly, taking all three variables i.e. socio-cultural context, emotional intelligence, and gendered governance, together in the study, tests the conceptual model. There is a weak relationship of emotional intelligence and socio cultural environment of female academicians on the gendered governance among the female faculty members working in administration at selected universities of Rajasthan and Haryana.

The relationship of the demographic variables of female academicians who participated in this study on their emotional intelligence was also calculated. The age of female academicians has an impact on their level of emotional intelligence, where older academicians were found to have higher emotional intelligence. However, other variables such as total work experience, experience of administrative position do not have any impact on emotional intelligence.

The relationship of the demographic variables of female academicians on their social and cultural environment was also calculated. It found that the educational qualification, and prior administrative experience, of female academicians had a significant impact on their socio-cultural context.

Overall, this study concludes that the female academicians involved in administration at higher education institutes are lagging behind in governance as compared to their male counterparts. This shows that the current status of gendered governance is low in quality for female academicians. Additionally, it is found that there is no major impact of emotional intelligence of female academicians regarding gendered governance. However, the social and cultural environment of female academicians impacted the quality of gendered governance in administration at higher educational institutes.

Suggestions for Academicians

This study provides insights regarding the relationship between emotional intelligence, socio-cultural context, and gendered governance by female academicians. Based on these insights, there are certain suggestions that can be followed by female academicians for improving the quality of their governance. These are presented as below.

- 1. Seeking advice and help-** It must be remembered that seeking professional advice and help when required, is an important skill. Women academicians must not develop pressure of being unable to ask for guidance or direction from their seniors, when they find themselves in a difficult situation.
- 2. Being proactive at work-** Women academicians must be proactive instead of reactive while doing their jobs. Particularly in the case of administration of higher education institutes, where responsibilities can be vast and high-stakes, the leaders should maintain their focus on things that require foremost care and attention. The leaders should consolidate their efforts towards doing things that suit their interests and abilities, and actively pursue the projects that are important to them.
- 3. Creating supportive socio-cultural context-** As the insights from the present study show, there can be many socio-cultural factors that can inhibit good governance by women leaders. In order to avoid this, women leaders must actively work towards developing a supportive socio-cultural context around them, which includes the company of informed and empowering individuals in friends or family, or healthy personal habits and lifestyle. Similarly, female leaders should be deliberate in their work choices, such as distribution of powers and duties.

- 4. Venturing out of comfort zone-** Women academicians can feel restricted or overshadowed by their persistent cultural beliefs or social perceptions. In order to overcome these limitations, the women academicians must actively push their comfort zones. Some suggested methods can try for innovative governance practices, or allowing exposure to diverse and cross-cultural experiences. This will provide greater perspective and result in character-building among the women academicians, which can result in better governance decisions.
- 5. Training and up-skilling-** The women leaders must encourage themselves to take part in regular training exercises. They should find enthusiasm for learning new techniques of governance, and up-skilling themselves. For instance, women leaders who are not digitally-savvy can take part in seminars and workshops to develop their digital awareness and technological competencies.
- 6. Familiarizing with strengths and weaknesses-** The awareness regarding personal strengths and weaknesses is what leads to a better understanding of one's capabilities. Therefore, women leaders should be reflective and think inward regarding their own abilities and shortcomings. This exercise can help them in being more aware and confident about their professional personality, and thus allow them to be better leaders to others.
- 7. Collaboration and sharing-** There can be many benefits of inter-departmental or inter-organization collaborations. The academicians at higher education institutes must be open to the opportunities presented by sharing administrative experiences and ideas through conferences and events. The leaders should build networks and observe the working of other institutes. This

open-field exposure will bring inspiration and insights regarding better ways to solve governance problems, or innovative additions to the existing practices.

- 8. Publishing and sharing ideas-** The academicians must feel confident in expressing their opinions and ideas in public. The effective way to build self-confidence and be more assertive in leadership is to publish the opinions and ideas via a journal, newspaper or other publications. The creation and publication of opinions not only builds self-esteem, but is also helpful in making professional strides.
- 9. Inculcating self-discipline-** Women academicians should train themselves in self-discipline in their personal as well as professional lives. This includes attention to balanced physical workout and nutrition, time and attention management, and creating a work-life balance between professional and family time. The presence of a regular routine will enable women leaders to establish effective boundaries and achieve task completion, which will lead to better result in governance decisions.
- 10. Improving workplace culture-** Women academicians should be mindful in creating an inspiring workplace culture for their subordinates and juniors, and even among peers. This will lead to improvement in leadership abilities, and also ensure healthy workplace relationships. The women leaders can organize mentorship programs, workshops, reward systems, or feedback meetings, to create an open and congenial workplace culture. This facilitates cooperation and coordination, and ensures smooth administration of the institute.

Suggestions for Higher Educational Institutions

Based on the findings of the study, the higher education institutes should consider the following suggestions for increasing the quality of gendered governance among the female academicians.

- 1. Training and skill development-** Regular training and instruction is necessary for ensuring optimum performance by any individual. In the case of administration of universities and colleges, there are huge responsibilities, which require a lot of skill to handle. In general, the women in India are not used to take up leadership roles. Thus, regular webinars, conferences, and workshops, should be organized to develop leadership and decision-making skills among female academicians.
- 2. Inclusion of women in decision making-** Universities and colleges are public service institutions, showed their administration must also fairly represent the public. There is a need to invite participation of women as they are equal stakeholders in society. The board or management of the universities should pay special attention to whether there is adequate female representation in the governance body of the universities.
- 3. Creating committees-** University authorities must ensure the creation of specific committees such as activity committee, event management committee, etc. to make sure that the roles and responsibilities are well-divided. This must be done to avoid any miscommunications regarding powers and duties. The creation of committees makes the administration smooth, and facilitates distribution of work. It also results in greater cooperation and lack of professional resentment or jealousy.

- 4. Developing strong work relationships-** Strong work relationships are the foundation of a smooth administrative process and good governance. The management at higher education institutes must ensure a healthy dynamic between all academicians. In order to do this, techniques such as team-building initiatives, or regular staff meetings, must be put into practice.
- 5. Encouraging diversity of opinions and ideas-** The key to successful administration is to allow a free flow of opinions and ideas from diverse voices. The management at higher education institutes should encourage the women leaders to present their views and thoughts clearly. The management should welcome innovative ideas stemming from different experiences of female leaders.
- 6. Transparency and communication-** Building a workplace culture that values transparency and open communication is necessary for enabling leaders to implement new ideas and resolve organizational problems. The management at higher education institutes should ensure that there is a clear hierarchy of powers, that the path of communication. This can help women leaders in overcoming hesitation and be assertive in their approach to governance.
- 7. Clarity of purpose and vision-** The educational organizations should promote their vision and purpose clearly and deliberately. This is important to make sure that the governance practices are in sync with the long-term goals and aims of the institutes. The management at these institutes should make sure to present a clear set of directives and commands, and communicate the overall purpose of the institute effectively.
- 8. Rewarding good performance-** The greatest incentive for a good work performance is rewards and appreciation. The management must be deliberate

in rewarding good work by its administrative leaders. For female academicians, the management at higher education institutes can provide financial awards like bonuses, or other perks such as paid vacations or better facilities. Additionally, such rewards must be given with due respect and attention, in order to motivate other leaders as well.

9. Active encouragement of feedback- The top-level management in higher education institutes must actively encourage all administrative leaders to give honest and relevant feedback about the institute. There should be a welcoming attitude towards airing of relevant criticism, or true grievances. Holding regular meetings, allowing anonymous feedback, and establishing a warm workplace environment can achieve this. Along with collection of feedback, there should be proper mechanisms to act upon the feedback received.

10. Developing a supportive workplace- There should be special attention given towards ensuring a supportive work environment for female academicians. This includes the provision of basic infrastructural facilities, such as clean public restrooms and availability of medical attention in case of emergencies. Additionally, there should be a strong policy against misogynistic or sexist behavior by others in the workplace. There should be robust systems for handling offensive or oppressive behavior against women leaders.

Educational Implications

For universities

The present study has far-reaching implications for the universities or other higher education institutes. The study is among few in the field of higher education that provide deep insights into the factors that impact the governance abilities of female leaders in academic institutions. Thus, the findings are relevant for the

consideration of top-tier management and trustees of such organizations. The researcher has also presented a list of key suggestions for improving governance abilities among academicians, based on the results of the study. University authorities to improve the quality of administrative decisions in their institutes and achieve optimal performance can apply these suggestions.

For academicians

The present study offers several benefits to academicians involved in administration of higher education institutes. The study provides insights regarding the factors of emotional intelligence and socio-cultural context that can encourage or inhibit the ability of female academicians in practicing good governance. The academicians can examine the findings of this study and develop a better comprehension of their existence in their own surroundings. Furthermore, the study includes important suggestions for female academicians that can be implemented by the readers in order to be better administrators. Therefore, the findings and suggestions of this study can help women leaders in achieving the optimal level of governance capabilities.

Suggestions for Further Research

1. Similar studies can also be undertaken among schools and colleges, instead of being limited to the university level. Since each type of institution has its unique challenges and dynamics, the conceptual model of this study can thus be applied and examined in the case of educational institutes at different levels.
2. The presents study assessed the status of gendered governance in higher education institutes. Similar research in the future can take place in other industries such as corporate or government bureaucracy.

3. The current study has looked at the relationship between emotional intelligence, socio-cultural context, and gendered governance. Further research into this field can include other variables such as physical work environment, or inter-departmental relationships.
4. The study is based on data obtained from female academicians only. For more comprehensive insights, the future studies can incorporate the perspectives of both male as well as female academicians to scientifically assess the gaps in emotional intelligence and socio-cultural context among different genders involved in governance at higher education institutes.
5. In future, researchers can extend the area of this study to include other states. A pan-India study can be undertaken with the variables examined in this study, namely; emotional intelligence, social and cultural environment, and gendered governance.

National Importance of the study

The study is related to women teachers involved in governance in higher education and have three variables namely gendered governance, socio-cultural context and emotional intelligence. The necessity of the connectedness interactions with female teachers for getting the critical components for the success in their governance positions. The study would be able to improve the quality of their governance. It will lead to proactive at work and help to developing a supportive socio- cultural context to empower them. The study shows that favorable socio- cultural context and emotional intelligence is essential for the gendered governance in the form of increased effectiveness and productivity. It can happen with the help of adjusting and adapting the changes at workplace as well as society and making the best alternatives for the problems.

The findings of the study help the women academician in push out their comfort zone and recognize their weakness and strengthen to resolve the problems. It could be help for effective governance for women academicians need for improving their decision making and problem solving skill by training and skilling program. The study is also playing important role to giving suggestion for higher educational institutions for improving workplace culture and removing stereotyping or provide the opportunities to establishing the networking. The study is also helping in organizing training and skill developing program for all participation and advancement of women in their governance quality and developing a democratic environment at workplace for faculty members. The findings are relevant for the consideration of the top- tier management and trustees of such organizations and providing suggestions to improving governance abilities. The academicians can examine the findings of this study for develop a better comprehension of their existence in their own surroundings. The study can help females those involved in governance in achieving the optimal level of the governance capabilities.

Limitations of the Study

1. The researcher indicates that it is not possible to control the attitude of respondents. In order to get valid data, there is a need to change some items of questionnaire but it is not possible after pilot study.
2. Another limitation is that after appointment the respondent will be absent and show impossibility to give time and to conduct the research on women leaders on the larger part is also a limitation.
3. Only four universities covered in the study, which is small when compared to total universities operational in India.