

**CRITICAL STUDY OF SOCIO-CULTURAL CONTEXT
AND EMOTIONAL INTELLIGENCE ON GENDERED
GOVERNANCE IN HIGHER EDUCATION**

**THESIS
SUBMITTED FOR THE FULFILLMENT OF THE DEGREE OF
DOCTOR OF PHILOSOPHY
IN
EDUCATION**



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2021

DECLARATION

This is to certify that the material embodied in the present work entitled “**Critical Study of Socio-Cultural Context and Emotional Intelligence on Gendered Governance in Higher Education**”, is based on my original research work. It has not been submitted in part or full for any other diploma or degree of any University/Institution deemed to be University and college/institution of National Importance. References from other works have been duly cited at the relevant places.

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Certificate of Originality

The research work embodied in this thesis entitled “**Critical Study of Socio-Cultural Context and Emotional Intelligence on Gendered Governance in Higher Education**”, has been carried out by me from the Department of Education, Central University of Haryana, Jant Pali, Mahendergarh, Haryana, India. The manuscript has checked for plagiarism verification by Turnitin Software under submission ID _____ vide Plagiarism Analysis Report No./ _____ dated_____.

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ABBREVIATIONS

GG	Gendered Governance
EI	Emotional Intelligence
SCC	Socio- Cultural Context
AISHE	All India Survey on Higher Education
HEIs	Higher Educational Institutions
HE	Higher Education
TEIQue-SF	Technical Manual for the Trait Emotional Intelligence Questionnaire- Small Format
QGGOE	Self-constructed questionnaire on gendered governance (Open ended)
QGGCE	Self-constructed questionnaire on gendered governance (Close ended)
QSCC	Self-constructed questionnaire on socio-cultural context
QUAN	Quantitative
Qual	Qualitative

सार

उच्च शिक्षा संस्थानों में शामिल किए जाने और गुणवत्ता पर विचार किए जाने पर लिंग आधारित शासन महत्वपूर्ण आयाम बन रहा है। लिंग शासन सजुड़कर वधारणात्मक कारक ज्वलंत और अंतर-खंडीय और सामाजिक संरचनाओं की जटिलताओं में उलझा हुआ है। अध्ययन डबल गुना था, एक सामाजिक-सांस्कृतिक संदर्भ और भावनात्मक बुद्धिमत्ता को समझना और दूसरा केंद्रीय और राज्य विश्वविद्यालयों का बीबी शासन में शामिल महिला संकायों की राय रखना। अध्ययन का निष्कर्ष न केवल नैतियों और कैरियर की सफलता पर काबू पाने के लिए रणनीतियों की पञ्चाकश करता है, बल्कि महत्वपूर्ण कारकों पर गहन ज्ञान भी बहाता है जो उच्च शिक्षा में महिलाओं का शासन की भूमिका को प्रभावित करता है।

इस अध्ययन के लिए शोधकर्ता ने 10 महिला शिक्षकों का एक नमूना लिया, जो दो केंद्रीय विश्वविद्यालयों और हरियाणा और राजस्थान के दो राज्य सरकारी विश्वविद्यालयों से उच्च शिक्षण संस्थानों में शासन के पदों में शामिल थीं। वर्तमान अध्ययन के लिए मिश्रित कार्यप्रणाली अनुसंधान डिजाइन को अपनाया गया था। संग्रह के लिए प्राथमिक डेटा सर्वेक्षण पद्धति का उपयोग किया गया था। शोधकर्ता ने सामाजिक-सांस्कृतिक संदर्भ और लैंगिक शासन पर प्रभावली का निर्माण किया और भावनात्मक खुफिया पर एक मानकीकृत उपकरण का उपयोग मात्रात्मक डेटा संग्रह के लिए किया गया था। गुणात्मक डेटा संग्रह के लिए संरचित साक्षात्कार नुसूची का उपयोग किया गया था। इस अध्ययन की विश्वसनीयता सुनिश्चित करने के लिए, पायलट अध्ययन साधकता का परीक्षण किया गया था और वांछित मूल्य प्रभावली और नमूने की विश्वसनीयता को संतुष्ट किया था। अध्ययन के उद्देश्य के अनुसार निर्णायक खोज को लाने के लिए विभिन्न मात्रात्मक तकनीकों पर काम किया गया। अध्ययन के निष्कर्षों से पता चला कि भावनात्मक बुद्धिमत्ता का लिंग शासन पर महत्वपूर्ण प्रभाव पड़ता है लेकिन सामाजिक-सांस्कृतिक संदर्भ का लिंग पर नकारात्मक लेकिन महत्वपूर्ण प्रभाव पड़ता है। शासन निष्कर्ष निकालने के लिए, मुख्य अभियान को लैंगिक समानताओं को उन्मूलन के लिए सरकार की पहल से आना चाहिए जो कि शासन में महिलाओं की उन्नति का मुख्य कारण है।

मुख्य शब्द: शासन शासन, सामाजिक-सांस्कृतिक संदर्भ, भावनात्मक बुद्धिमत्ता, शासन स्थिति और रूढ़ि।

ABSTRACT

Gendered governance is becoming significant dimension when inclusion and quality among higher educational institutions is considered. Conceptualising factors associated with gendered governance are vivid and interwoven in complexities of inter- sectionality and social structures.

The study was double fold, one to understand the socio- cultural context and emotional intelligence and another to have opinions of female faculties involved in governance among Central and State universities. The findings of the study not only offer strategies for overcoming challenges and career success but also shed in-depth knowledge on critical factors that affect women's governance role in higher education.

For this study the researcher took a sample of 60 female teachers who were involved in governance positions in higher educational institutions from two central universities and two state government universities of Haryana and Rajasthan. For the present study mixed methodology research design was adopted. For the collection of primary data survey method was used. The researcher constructed the questionnaires on socio-cultural context and gendered governance and on emotional intelligence a standardized tool was used for quantitative data collection. For qualitative data collection semi- structured interview schedule was used. To ensure the credibility of this study, test of validity had been done from the pilot study and desired value satisfied the credibility of the questionnaire and sample selected. Various quantitative techniques were carried on to bring about the conclusive finding on the objective of the study. The findings of the study revealed that the emotional intelligence has insignificant impact on the gendered governance but socio-cultural context have a

negative but significant impact on the gendered governance. To conclude, the main drive should come from government initiative for elimination of gender disparities which is main root cause of women advancement in governance.

Key words: Gendered governance, socio- cultural context, emotional intelligence, governance positions and stereotype.

CHAPTER 1

INTRODUCTION

The Indian higher education system is the world's third-largest education system with over 51,000 higher education institutions, next to China and the USA (Reddy & Naidyanathan, 2019). Indian higher educational system has witnessed an increase the number of universities and institutions since independence (Sheikh, 2017). However, despite the growth in the number of higher education institutions (HEIs), India is facing a shortage of talented and well-qualified faculty. Approximately 30-40% of the faculty posts remain unfilled in HEIs. The situation is worse in the field of governance, especially when we consider the representation of women in governance positions in higher education. The difficulty experienced by women in getting selected for governance roles in higher education is a cyclical problem, where women have only 3% of vice chancellor positions (Yadav& Lata, 2018; Morley & Crossouard, 2015). Even though the Constitution lays down equality of growth and development in every field, yet in the process of getting into the administration, especially educational administration and leadership positions, women suffer from relentless discrimination. This accounts for their utterly poor representation in administration and leadership positions.

In the existing patriarchal society, leadership positions generally are perceived for men not for women. Women are considered to be the homemakers who are destined to take care of their children and the family. The sheer gender inequality in leadership and administrative positions spreads its roots to work dimensions, workload, pay scale, domestic responsibilities, personal status, social customs and traditions. (Le, 2011). Post World War II, women leadership in educational

administration has increased. However, this increase has not been commensurate with the percentage of women in educational profession (Bhuvanalatha, 2012). Inequality is observed within a family, within a society, within government policies, and socio-cultural and emotional set ups. The movement of women in the highly coveted higher education administrative position is still relatively limited. There is a marked difference in the occupancy of the governance positions by men to those by women at the global level. In contrast, the administrative ranks are mainly female-dominated in the elementary leadership positions. Women have the representation of 64.6% as governance while men have only 35.4%. However, in the higher education sector, male counterparts represent 54.9% in leadership positions (Ontario Ministry of Education Catalyst, 2010). Considering administrative and leadership positions in higher education institutions, women show meager representation thus baring the gendered nature of administration. To achieve the leadership and administrative positions, women adopt the factors of gender governance, such as self assessment, self regulation, empathy and effective communication that continuously impinge on their leadership and administrative status (Cubillo & Brown, 2003).

Difference in leadership and administrative position in higher education exist due to barriers faced by women. A transparent and righteous framework of governance enables the ease of access to strategically important intellectual decisions through collective ideology and to tackle the dilemmas (Kurdi, 2016, Menon, 2016). But the impact of social and cultural context superimposes the ability to perform up to the mark to meet the expectations (Omokojie, 2013). The customs, cultures, mores, status, education, access to resources, age, responsibilities of family and institutional patterns act as convergence of governance and are instrumental to determine the overall development of social and institutional spheres (Basiago, 1999 & Miles,

2017). These factors hinder women participation in educational management. Women are discouraged by spouses, over burdened domestic work, gender biasness, less motivation, inferiority, family education; religious and political intervention (Oxyango et al., 2011). Female leaders acknowledge the intellectual challenges of their careers and strive to overcome them, rather than being downplayed by men. Nevertheless, they also show the concern that their success and progress at work life impacted negatively on their family lives (Farrell, 2005).

Socio-cultural factors and emotional intelligence, such as emotional perception (self and others), emotional expression, emotional management, emotional regulation, impulsiveness, relationships, self esteem, self motivation, social awareness, stress management, trait empathy, happiness, trait optimize given by Petrides (2009) affect women's participation in leadership and administrative position in higher education (Boyatzis & Goleman, 2007) Emotional intelligence is a very important component of gender governance that affects leadership in higher education (HE). In the research field, emotional intelligence is largely regarded as the human component of being able to understand, reflect and self-monitor emotional reactions to self and the environment (Baron, 2016 & Goleman, 2006).

The power of controlling and managing emotions, especially in adverse situations, challenges, when pressurized by the requirement of the role, can help female leaders to enhance their leadership positions (Gallant & Riley, 2013). Emotional dynamics challenged educational leadership in this era of rapid change and pressure for accountability (Crawford, 2009).

Thus, socio-cultural context and emotional intelligence are significant dimensions affecting gendered governance. These variables have gained some recognition as a contemporary educational issue in the last decade.

Women in Governance

According to the trends observed in the past, women held few to none of the seats in governance positions as far as higher education were concerned. This gap in the positions can be associated with the lack of opportunities women have had in terms of leadership, ownership and decision making. The total numbers of 903 universities, 39,050 colleges and 10,011 stand-alone institutions have been registered on the All India Survey on Higher Education (AISHE, 2017-2018). Out of the 903 registered universities, 45 of them are centrally operated, 351 are state-owned, 343 of them are privately managed and 357 of them are located in rural areas. There are 15 universities, which have especially been established keeping the inclusivity of women in mind. Four of the fifteen are in Rajasthan, two in Tamil Nadu, while one each in Andhra Pradesh, Haryana, Delhi, Maharashtra, Odisha, Karnataka, West Bengal, Assam and Uttarakhand. There are a total number of 14,16,299 teachers in higher education. Out of this number, 57.8% are male teachers while the remaining 42.2% are females. Looking at this scenario precisely, at India level, there are 73 female teachers for every 100 male teachers. Moreover, only 23.7% women occupy the positions of professor and equivalent, 31.1% are reader and associate professor, and 39.5% are lecturer and assistant professor (AISHE, 2018-2019).

Multiple surveys have found the percentage of women vice-chancellors in higher education institutions stands at 3% (Kumar, 2015). This clearly indicates that women barely have a significant level of representation when it comes to their

standing in leadership and administrative positions. A similar situation can also be observed when we look at the scenario globally.

In the Constitution men and women are equal, but in reality the equality between two have not been commensurate with the much smaller percentage of female in leadership positions in HE. Both men and women have equal rights in the entire field of growth like education, society, cultural and economic development; but owing to abundant gender related discrimination, they cannot achieve leadership positions (Candice, 2010). The modern attitude visualizes education as an instrument for women's equality and development. While education is only one instrument that increases women's ability, confidence and power, there exist too many types of discriminations in the society. So, the developments of the society rely upon the progress of all members (male and female) of the society (Nath, 2014).

Gendered Governance

Gender is related to culture and social construction of differences between the sexes. These include the different traits, roles, attitudes, decision making skills, problem solving, group building, planning and execution that males and females are expected to differ in. The word 'gendered' replicates the reproductive division of people into male and female such as gendered practices and gendered jobs in social phenomena (Bhuvanlatha, 2012). Such gendered practices affect the growth of women in higher position along with the extensive under-representation of women in administrative positions (Bailey, 2014). The stereotypes thinking that men are more effective and more able leaders than women (Prime, Carter, & Welbourne, 2009), currently continue to experience systemic discrimination in every field, educational inequity is also exist with everyday harassment (Douglas, 2012; Sharma, 2016).

Gender concept becomes a property of every institution and the human and historical processes that create them (Goodale & Douglas, 1976). More women comparative to men come in teaching profession, but women catch up few governance positions in education (Coleman, 2007). This inequality is evident in India where females are treated as subordinate to males and get fewer educational opportunities than their male colleagues (Haque, Palacios, & Tavares, 2017). In India, research highlights that female who got governance positions continuously facing harassment, discrimination, and exclusion (Agarwal, 2011; Kumari, 2014). Women's under-representation in educational leadership and administrative positions limited knowledge about women's leadership characteristics, practices, and effectiveness as administrative leaders. Gendered practices affect the governance role of women who have involved governance positions in HE such as dean, head of department, in-charges etc.

In the male-dominated Indian society, women are thought to be the weaker sex in the administrative and leadership field too. Many activities like home management, kitchen work, child hearing and rearing, looking after her husband, late night shifts in workspaces, frequently going out of station, are big hurdles in the way of female educational administrators to act effectively, efficiently, and professionally. In spite of all these obstacles, the woman today is coping with these problems and is empowering herself to act as an effective administrator. The gendered governance can further be elaborated under the following three heads:

Planning and execution

Planning and execution is an important part of gendered governance. In this part tell about how women leaders plan and execute their plan with faculty members

and students such as unique initiative taken by them and how they assign the duty to faculty members.

Problem solving and decision making

Women administrators solve a problem in very efficient way considering upon its causes, types of problem and its effects. Women administrators can provide a more lenient view and human touch while solving a problem. Decision-making by them will be judicious, wise, correct, and operative.

Group building and networking

Women administrators should form groups to send and receive messages, news orders, latest circulars, current innovations and research work, thus enhancing team work in the educational field and in the concerned subject. E-tutoring, e-coaching, e-guiding, e-counseling, and establishing networks at national and international levels are some of the latest trends which function as modes to strengthen the administrative qualities of female educational administrators.

Critical Study

Critical study is an approach of research that investigates the relationship between the real and existing 'texts' and capacity dynamics by examining how everyday 'texts' create and support social disparity and hierarchy (Bawell & Kemp, 2002). In other words, we can say that critical study is an approach to social philosophy which includes understanding the socio-cultural context, political and legal concerns that focus on reflective assessment and critique of society and culture, in order to reveal and challenge the power structure or authority. The main purpose of the critical study is to expose and to challenge the taken-for-granted power structures and to provide an alternative perspective to know, theory construction, and social

reality. Critical study, when perceived as 'social practice', plays an important role in historical and socio-political contexts in which texts are produced (Breeze, 2011).

The study investigates the relationship between socio-cultural contexts and gendered governance by examining how society culture and workplace culture create negative and positive environment for female leaders in progression and hindrance. A critical study always include the answers of what, when, why and how. On the same lines, the present study also investigates how female leaders face the challenges posed by the existing social hierarchy in the patriarchal society, how they resolve these challenges, and what are the positive and negative aspects that are fed in by the society. It also seeks to find the answer as to why there is bare minimum enrollment of females in leadership positions. So, this critical approach builds a logical argument including clear and concise statement, critically reviewed, in order to discern the accuracy and reality between the 'texts', the real scenario, and the social construction.

Nuances of Gendered Governance

The governance quality of the female faculty members are affected by their socio-cultural context and emotional intelligence such as family support and responsibilities, reproductive health, cultural beliefs, organizational and cultural well being, self control, sociability, emotionality and other auxiliary factors. Adverse socio-cultural and emotional intelligence components are seen to have a negative effect on the gendered governance and vice-versa.

Socio-cultural context

Socio-cultural variables affect the leadership qualities of an individual, specifically the female. The sociability, individual respect, equality, tolerance, bitterness, hatred, helpful attitude, selfish attitude, co-operation etc. in the family are

known have a effect on the leadership qualities of female educational administrators. A favorable and conducive family environment augments the qualities of female administrators. Though these variables are multidisciplinary, yet they can be classified into these categories as explained below:

Family support, responsibilities and conflicts

Family support and rejection are critical to women academic leadership and career progression. Woman leaders work hard to establish a equilibration between their personal and working life. If they get family support in household work and mental support for doing better, then they easily find the balance. Family responsibilities such as childcare, household work, spending enough time with family members etc. also play an important role in their governance quality.

Reproductive health

Reproductive health issues such as pregnancy and maternity leave is the biggest aspect related to gendered governance. It is a hurdle in the path of progression and affects the choice of participation in governance.

Cultural belief

Cultural belief indicates the set of behavioral patterns related to thoughts, manners, and actions, which society members possess and pass on to the next generations. These cultural and social backgrounds also affect gendered governance negatively and positively.

Work distribution

Work distribution indicates the tasks assignment related to higher educational institution and also shows that the progress of women leaders depends on learning new skills and taking responsibilities. Work distribution also has an effect on the

chances of professional growth, wherein women, exempted from work distribution at par with men, have limited opportunities for growth.

Workplace culture

The culture of higher education institutions indicates that how women leaders receive opportunities and face hurdles for inclusion in governance in educational institutions due to their gender. It also lays down the role of workplace culture in governance related tasks like implementing policies, planning, decision making. In the male-dominated Indian society, women are thought to be the weaker sex in the administrative and leadership fields as well. Many activities like home management, kitchen work, child hearing and rearing, looking after the husband, late night working in workspaces, frequently going out of station, are big hurdles in the way of female educational administrators to act effectively, efficiently and professionally. In spite of all these obstacles, the woman today is coping with these problems and is empowering herself to act as an effective administrator.

Emotional Intelligence

Female educational administrators too are human beings having emotions, fear, boldness, happiness, sadness, dejection, rejection, depression, elevation, anger, peace, motivation, empathy, extreme happiness or sadness. Females have their own and better ways to control their emotions. This intelligence is sometimes achieved extrovertly and sometimes extrovertly, like crying, weeping, tearing, thumping the breast, or sometimes being motionless in awe like a statue, while many a times they also show displeasure rudely or gaze deeply over an issue. In these ways females achieve emotional intelligence quantitatively and qualitatively better than that of their male counterparts. In others words, the creation of emotional intelligence propound that individuals differ in the extent to which they attend the process and utilize affect-

laden information of an intrapersonal (e.g., managing one's own emotions) or interpersonal (e.g., managing others emotions) nature (Petrides & Furnham, 2001). The emotional intelligence has five dimensions that can be further categories and studied as given in the following sub-heads:

Well being

Well-being traits show the emotional quality of an individual's experiences that pertains to the disposition of the individual's mood. There are three domains in well being:

- Happiness -cheerful and satisfaction with life
- Optimism –looking on the bright side of life
- Self-esteem – desire for success and self confidence

Self-control

Self-control means balancing own impulses and feelings for the better. In other words, we can say that self-control is the ability to manage stress, disruptive impulses and regularizing emotions (Roberts et al., 2007). Self-control traits include three domains:

- Emotional Regulation –capacity to of control one's own emotions
- Impulsiveness–being reflective, and less likely to give in to one's urges
- Stress Management –capacity to withstand pressure and regulate stress

Sociability

Sociability is the social and emotional ability to stay mindful about self and others' feelings and using that information to lead oneself in the social domain (Kluemper, 2008). There are three domains of sociability:

- Emotional Management – capable of influencing others' feelings

- Assertiveness – straightforward, frank, and willing to standing up for their rights
- Social Awareness –efficient networkers with social skills

Emotionality

Emotionality refers to strong feelings such as love, fear, or anger – deep feelings that are part of an individual’s character. Emotionality traits pertain to the perception and expression of emotions (Judge & Hurst, 2007). There are four traits of emotionality

- Empathy –capable to taking someone else’s perspectives
- Emotional Perception – clear about self and others’ feelings
- Emotional Expression – capable to express their feelings to others
- Relationships – capable of maintaining and fulfilling personal relationships

Auxiliary factors

There are two auxiliary factors of emotional intelligence. They are as follows –

- Self- motivation - driven and unlikely to give up in the face of adversity
- Adaptability – flexible and willing to adapt to new conditions.

Statement of the Problem

In primary education, the whole scenario is dominated by the female sex except its leadership and administrative positions. Female leadership and administration at higher education level is considerably male-dominated. The factors behind gender disparities in leadership and administration are many and complex. These factors (socio-cultural and emotional intelligence) negatively affect the wellbeing of women, families, and society. Because of these factors, very few women

remain in leadership and administrative positions. Leadership quality is not God-gifted, but developed through practice, education, and experience. Being a male-dominated society leadership positions generally are perceived for men and not for women. Women are always considered to tend to household chore and serve as the caretaker of their children, husband and families. Inequality in leadership positions is observed in work dimensions, work load, domestic responsibilities, personal status, social customs and traditions etc. The movement of women in the highly coveted higher education administrative position is still relatively limited. The concept of gender governance reflects on women leadership and administration in educational organization. Their gender gap in leadership positions of men and women in higher education is equally conspicuous at the global level. So, in higher education, gender governance plays an important role in securing administrative and leadership positions. Women show very few representations in higher education related to leadership and administrative positions. For achieving the leadership and administrative position, women should adopt the factors of gender governance, such as self-assessment, self-regulation, empathy, effective communication etc. that continuously affect the leadership and administrative status.

Gender differences in leadership and administrative position in higher education exist due to the many barriers faced by women. Moreover, women are also victims of the 'double day' socio-cultural construct i.e., working women putting in an extra shift of unpaid domestic work besides their bread-earning job. Other factors such as dejection by spouses, domestic multi-burdened work, lack of interest, gender biasness and less motivation, inferiority, religion and political interference also hinder women's participation in educational administrative sectors. Female leaders strongly aspiration the intellectual challenges and fulfillment provide by their career; they also

show great concern that their success at work impacted adversely on their family lives.

The socio-cultural factor such as individual factors hinder women's approach to governance position in higher education, particularly emotional intelligence such as emotional perception, expression, management and emotional regulation, impulsiveness, relationship, self-esteem, self-motivation, stress management, empathy, happiness, optimism, also affect women's participation in administrative position in higher education. Emotional intelligence is a very important component of gender governance that is a part of a leading change.

The power of controlling and managing emotions, especially in adverse time, distress or when pressured by the demands of the role, can help female leaders to enhance their leadership positions. So female leaders should be on their toes and manage their emotions in a mindful manner to more efficacious influence others and they should be apt to change their emotions in a way that will help to prevent burnout. The study, therefore, investigates the direction of female dominated leadership and administration in higher with regard to the socio-cultural factors and emotional intelligence. Therefore, the researcher decided to study "Critical study of socio-cultural context and emotional intelligence on gender governance in higher education."

Significance of the Study

Women represent the dominant proportion in primary level, secondary level as well as higher education as teachers, but in regards to administrative and leadership positions, they are thinly represented(Ontario Ministry of Education Catalyst, 2010). This study is related to women leaders in higher education taking into consideration

three important variables, namely, gendered governance, socio-cultural context and emotional intelligence. These three variables taken by the researcher have their own impact and directly influence gendered governance. These variables are also inter-related with one another.

In the gender governance variable, the three dimensions of organizing, planning and execution, problem solving and decision making, group building and networking; in the socio-cultural variable, the five dimensions of family support, responsibilities and conflicts, reproductive health, cultural belief, work distribution, and workplace culture; and in the emotional intelligence variable, which consists of adaptability, emotional- perception, management, impulsiveness, relationship, social awareness, stress management, empathy, trait happiness, optimism, were taken.

Emotional intelligence develop the competencies of self-awareness, self-management, and social competencies (Boyatzis, 2011) and leadership that includes emotional intelligence in terms of considering, making decisions, self-regulated behavior, moral compass, expression of emotion, and self-awareness (Avolio, 2009). Arar (2017) examined emotional intelligence as emotional expression, empathy, compassion, and concern for maintenance and educational achievement. Hora (2014) revealed that educational status and decision-making were major barriers hindering women leadership. Bhuvanalatha (2012) extensively researched on the gendered thinking towards leadership, effectiveness and satisfaction towards leadership quality, leadership skill and role, encountered during administration of academic leadership. Although there have been many studies on women leadership and a few about gendered governance in the context of socio-cultural and emotional intelligence, these variables are less studied in Indian context with reference to female leaders; hardly any systematic attempt is made to justify the role of socio-cultural context and

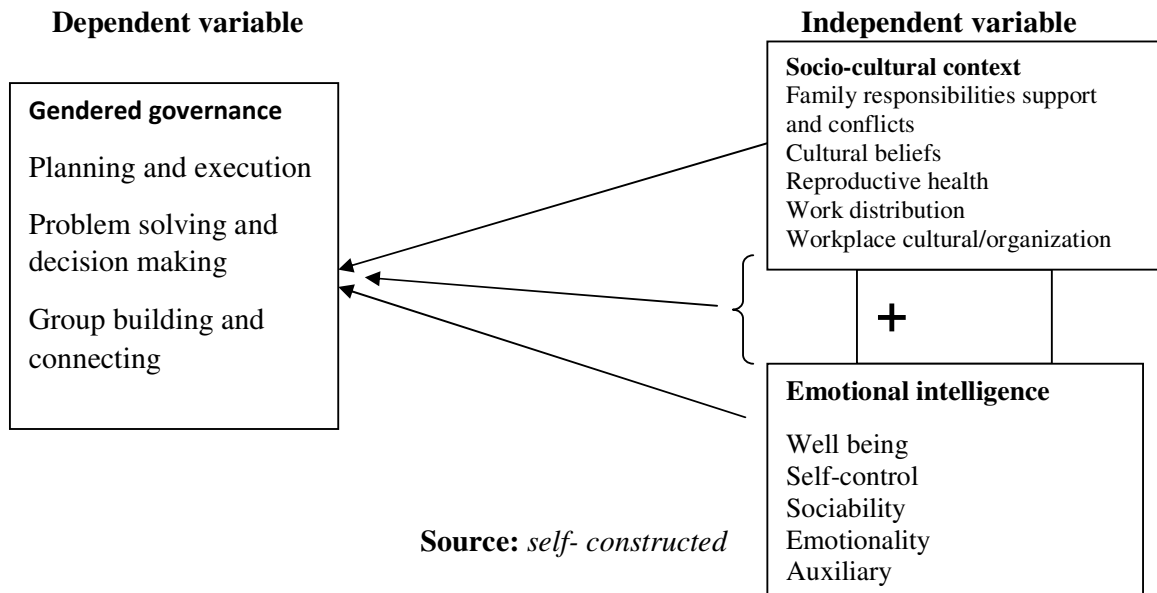
emotional intelligence. This study is an effort to understand the concept of gendered governance in the context of socio-cultural and emotional intelligence. So, the findings of the study will fill up the gaps in research with a special reference to women leaders in higher education.

Conceptual Framework of the Study

The main objective of the study was to investigate the association among all the variables – gendered governance, socio-cultural context, and emotional intelligence. The conceptual model was developed with the help of related literature reviews to analyze the impact of socio-cultural context and emotional intelligence on gendered governance. This conceptual model has been framed as the basis for the empirical research. It is evident from Figure 1 that apart of the conceptual model refers to gendered governance, which is observed under the influence of some major factors that affect the planning and execution, problem solving and decision making, group building and connecting approach, and which is reflected on the factors written in the left-side figure.

Figure 1:

Conceptual Framework



Source: self-constructed

Operational Definitions of the Terms Used

Gendered governance

Women in administrative position in higher education: It includes the dimensions of planning, execution, team work, decision making, and problem solving, some of which are based on the trait-leadership model given by Zaccoro (2004).

Socio-cultural context

The social and cultural environment influences over the success and failures of people in leadership roles: It includes the dimensions of family support, beliefs, conflicts, workplace, culture, and work distribution, some of which are based on the three levels of leadership model given by Scouller (2011).

Emotional intelligence

The ability of a human being to be aware about emotional capabilities of self and others, and the ways to identify and manage them: It includes the dimensions of well being, self control, sociability, emotionality, and auxiliary factors which are given by Petrides (2009).

Critical study

It is an approach to investigate the relationship between the real and existing 'texts' and power dynamics by examining how everyday texts create and reinforce hierarchy; and to seek the respective answers of what, why, when and how.

Higher education

In the present study higher education institutions includes Central and State Universities in Rajasthan and Haryana.

Research Question

This complete study will revolve around the following questions raised by the researcher after having an in-depth review of the literature related to the gender-based

governance, socio-cultural context and the emotional intelligence of the females working in the capacity of administrators in higher educational institutes of India.

1. What unique initiatives taken by women in governance to excel performance of institution in terms of learning outcome of students?
2. How women in governance encourage team building among students?
3. How women in governance in higher education decide accountability and responsibilities?
4. How governance qualities of females are perceived in higher education institutions?
5. How women in governance met academic and administrative challenges?
6. How much freedom is given to women in governance in decision making bodies of higher education institutions?
7. What techniques are adopted by women in governance to create congenial communicative environment?
8. How women in governance in higher education institutions encourage networking?
9. What opportunities are created by women in governance for community outreach and inclusion of traditional knowledge?

Objectives

As per the nature of the study, the following are the major objectives of the study. There are some other sub-objectives also framed based on the nature of the research instruments developed by the researcher.

1. To study levels of gendered governance in higher education.
2. To study dimensions of socio-cultural context among women in governance in higher education.
3. To study effect of socio-cultural context on gendered governance in higher education.

4. To study dimensions of emotional intelligence among women in governance in higher education.
5. To study effect of emotional intelligence on gendered governance in higher education.
6. To study effect of age, work experience and administrative experience on gendered governance, socio-cultural context and emotional intelligence in higher education.
7. To study effect of socio- cultural context and emotional intelligence on gendered governance in higher education.

Hypotheses

1. There is no variation among levels of gendered governance in higher education.
2. There is no variation in dimensions of socio-cultural context among women in governance in higher education.
3. There is no significant effect of socio-cultural context on gendered governance in higher education.
4. There is no variation in dimensions of emotional intelligence among women in governance in higher education.
5. There is no significant effect of emotional intelligence on gendered governance in higher education.
6. There is no significant effect of age, work experience and administrative experience on gendered governance, socio-cultural context and emotional intelligence in higher education.
7. There is no significant effect of socio-cultural context and emotional intelligence on gendered governance in higher education.

Delimitations of the Study

The researcher selected three variables: gendered governance, socio-cultural context and emotional intelligence. In which gendered governance is the independent variable and socio-cultural and emotional intelligence are dependent variables. The researcher selected five dimensions of the socio-cultural variable, namely, family support, responsibilities and conflicts, reproductive health, cultural belief, work distribution, and workplace culture; and three dimensions of the gendered governance variable, namely, organizing and planning, decision making and problem solving, and group building and networking; and five dimensions of emotional intelligence, namely, critical well being, self-control, sociability, emotionality and auxiliary factors. The study was conducted in only four universities (two central universities and two state government universities) in which three universities are situated in Haryana and one in Rajasthan. From these universities 60 women were taken as the sample size.

Chapterization

Here, the brief description of the chapters which are included in the study:

Chapter 1 the chapter includes introduction of the study, significance of the study, statement of the research problem, research questions, objectives of the study, operational definitions of terms used. It is overview of the study.

Chapter 2 the chapter is a focal point of related review literature that gives historical expansion of the study. The review of the related literature allows the understanding of the research gaps.

Chapter 3 describes the research methodology applied by the researcher in this research work and gives the details about plans and procedure to collect the data and analyze also.

Chapter 4 the chapter gives the details related to the results of analyzed data and the findings of the study by using appropriate statistical techniques for hypotheses testing.

Chapter 5 the chapter present the key finding of the study, summary, suggestions for further research, educational implications and discussion about the limitations of the study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

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

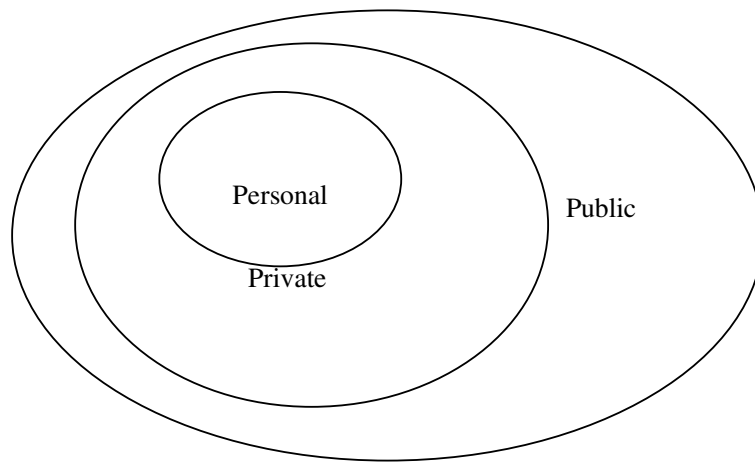
Three Levels of Leadership Model

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

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

Figure 2:

The Three Levels of Leadership Model



Source: *Scouller, 2011*

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

Trait Leadership Model

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

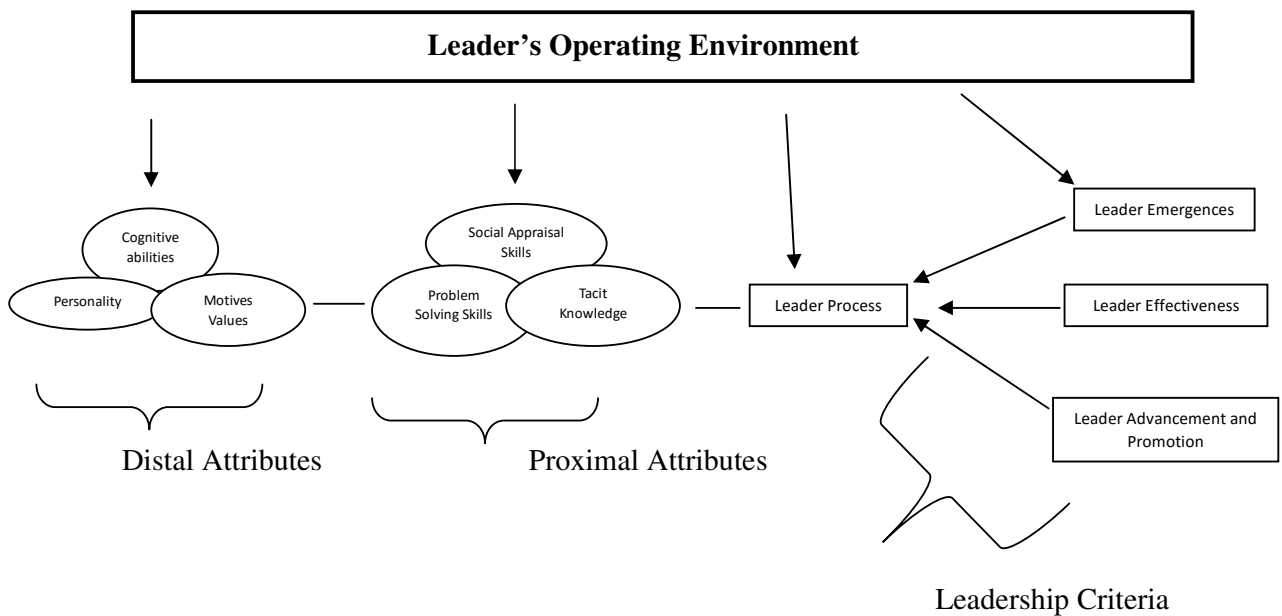
The second premise that shapes the model is that the different traits that the leaders possess have a different impact on the leadership.

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

The model can be understood as the figure below:

Figure 3:

Leaders Traits Model



Source:Zaccoro: 2004

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

1. Gendered governance (leadership and administrative) variables
2. Socio-cultural variables
3. Variables pertaining to emotional intelligence

Theories of Educational Leadership

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

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

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

Gender and Governance

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Gendered Governance

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

Planning, organizing and execution

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

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

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

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

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

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

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

Problem-solving and decision making

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

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

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

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

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

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

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

Group building and connecting

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

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

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

Socio-Cultural Context

Family support, responsibilities, and conflict

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

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

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

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

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

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

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

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

Cultural beliefs

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

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

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

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

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

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

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

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

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

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

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

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

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

Reproductive health

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

Work distribution

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

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

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

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

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

Workplace culture

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

Emotional Intelligence

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

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

Adaptability

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

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

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

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

Sociability

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

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

Self control

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

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

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

Emotionality

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

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

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

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

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

Self-motivation

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

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

Research Gap

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

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

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

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

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

Conclusion

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

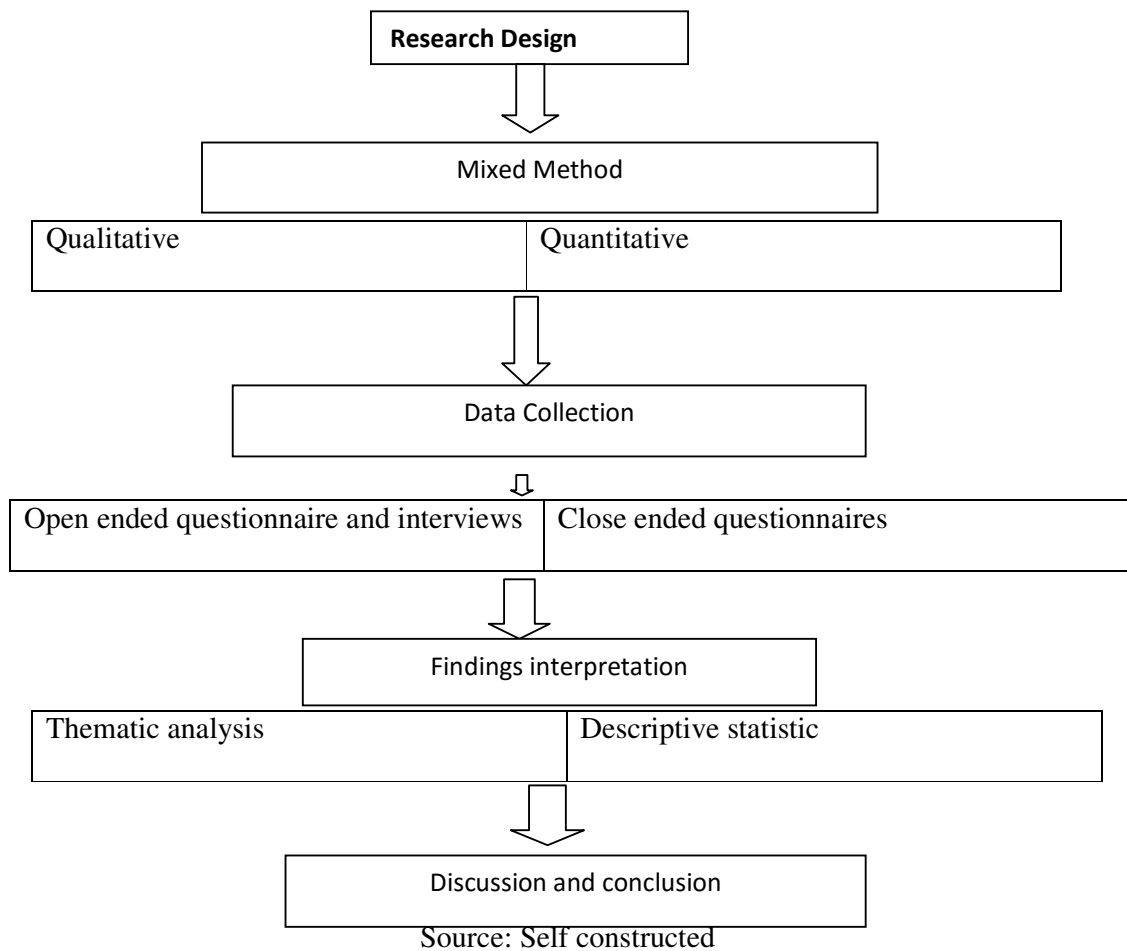
CHAPTER 3

RESEARCH METHODOLOGY

This chapter covers the detail about research design, sampling scheme, population and sample, data collection scheme, type of data, data sources, area of the study, data collection period, data collection mode, research instruments development process, data analysis tools, research variables and limitations of the study.

Research design

In the present study, mixed method is used for data collection and the exploratory sequential design was applied. In this approach an initial qualitative data collection and analysis, followed by the quantitative phase and analysis with the integration and linking of the data is followed. The earlier conducted studies majorly focused on the gender equality or the role of gender on governance or leadership skills, but the impact of emotional intelligence along with the socio-cultural context on the gendered governance in academic sector has not been studied or established. Therefore, the researcher selected three major constructs namely; gendered governance, emotional intelligence and the socio-cultural context in context of the female faculties working in the leadership position at university level. Current study is descriptive and purposive in nature, which mainly shows the relationship between gendered governance, emotional intelligence and the socio-cultural context. In the subsequent sections, the detailed research design followed by the researcher is given, which mainly includes the sampling scheme, data types, sources of data and the period of data collection process and the questionnaire development process along with the statistical tools used for the analysis.



Sampling technique

This study used purposive sampling for selecting respondents and used convenient sampling for selecting the higher education institutions. Researcher used parallel sequential sampling design where separately quantitative and qualitative samples selected from the same population and data are collected from these two samples in two stages. Purposive sampling enables researchers to consider respondents' knowledge, experience, availability, and willingness to participate and their ability to express their opinions. Hence, this study used purposive sampling in which respondents were selected purposefully from female teachers those involved in governance positions in higher education

Population and Sample

Table 1:

Distribution of respondents

Sr.no	Name of Institution	Actual number of female HODs in the University	Number of HODs responded	Number of incharges and senior female faculties responded	Total
1	Central university of Haryana	6	5	10	15
2	Central university of Rajasthan	7	6	9	15
3	MDU, Rohtak	14	10	5	15
4	IGU, Rewari	6	5	10	15

The study was conducted on the female teachers who were involved in governance positions in higher educational institutions. Total four universities were selected as sample and 15 female faculties were selected from each university. The total sample size of the study was 60 respondents. For the qualitative data collection with interviews consent from the faculty members was taken. After taking consent faculty members

Quantitative and Qualitative sampling

This study used purposive sampling for selecting respondents and used convenient sampling for selecting the higher education institutions. There is no clear guidelines of sampling strategies for mixed methods designs although the researcher used parallel sequential sampling design where separately quantitative and qualitative samples selected from the same population and data are collected from these two samples in stages. Purposive sampling enables researchers to consider respondents'

knowledge, experience, availability, and willingness to participate and their ability to express their opinions. Hence, this study used purposive sampling in which respondents were selected purposefully from female teachers those involved in governance positions in higher education.

Table 2:

Sampling technique

Implementation	First priority	Second priority	Integration	Theoretical perspective
Parallel sequential sampling design	Qualitative data 1.filled open ended questionnaire to 52 respondents 2.conducted interviews to 8 senior most female faculties	Quantitative data 1.filled close ended questionnaires to 60 respondents	At the level of data analysis	explicit

Variables of the study

In the present study, the researcher took two independent variables and one dependent variable as:

- 1. Socio-cultural context (independent variables):** Socio-cultural context (SCC) variable calculated as the summation of the various sub-variables taken in the study namely; Family support, Responsibilities and conflict, Cultural beliefs, Reproductive health, Work distribution, and Work Place Culture (Bhuvanlatha, 2013).
- 2. Emotional intelligence (independent variable):** Emotional intelligence taken as independent variable in the study, measured using summation of total Well Being, Self-Control, Sociability, Emotionality and Auxiliary Factors. Here, well being includes the happiness, optimism and self-esteem; Self-control

includes the emotional regulation, impulsiveness and stress management; Sociability includes the emotional management, assertiveness and social awareness; Emotionality includes the empathy, emotional expression, emotional perception and relationship; and Auxiliary factors includes the self-motivation and adaptability (Petrides, 2009).

3. **Gendered governance (dependent Variable):** Gendered governance has been measured as a variable using mainly three sub-variables; quality of planning & execution, problem solving & decision-making quality and the group building and connecting quality. Total score of these variables has been taken as the gendered governance score which is a dependent variable in the conceptual model to be tested using regression tool (Scouler, 2011, Zaccoro, 2004)

a. **Planning and execution:** Planning and execution 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.

b. **Problem solving and decision making:** This includes 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.

- c. **Group building and connecting:** 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 is to build relationship between faculty in a manner that is effective but fun.

Research tools

The researcher used two self-constructed questionnaires on social cultural context and gendered governance and one standardize tool on emotional intelligence for data collection.

Research Tools for Quantitative Data Collection

1. Technical Manual for the Trait Emotional Intelligence Questionnaire-Small Format (TEIQUE-SF)

The questionnaire of K.V Petrides (2009) was employed to test the emotional intelligence of female leaders. It includes five dimensions: well being, self control, emotionality, sociability and global traits/ auxiliary factors. Here, well being includes the happiness, optimism and self-esteem; Self-control includes the emotional regulation, impulsiveness and stress management; Sociability includes the emotional management, assertiveness and social awareness; Emotionality includes the empathy, emotional expression, emotional perception and relationship; and Auxiliary factors includes the self-motivation and adaptability. Total 30 statements covered under the emotional intelligence variable. These respondents were asked to rate the degree of

their agreement or disagreement with the statements on the basis of a seven-point frequency scale, where 1 meant ‘completely disagree’ while 7 meant ‘completely agree’ to the given statement.

Reliability of TEIQue-SF

The reliability or internal consistency of the questionnaire on emotional intelligence was checked with Cronbach’s Alpha method. The result is:

Table 3:

Reliability TEIQue-SF

Sub-variables	Cronbach’s α	No. of items
Well- Being	.80	6
Self-control	.65	6
Emotionality	.73	8
Sociability	.69	6
Auxiliary factors(Global traits EI)	.88	4
Total	0.75	30
value		

Over all alpha value of 0.75 was found for the questionnaire of emotional intelligence. The value of alpha above 0.70 is good enough which makes a questionnaire reliable for any study.

Validity of TEIQue-SF

For the validity of the tool found quite satisfactory found that the score were globally normally distributed and reliable, applied discriminate validity and criterion validity or incremental validity, this procedure based on test and retest score and

expert advice or also includes readers urged to consult on it and find the correlation significant at 0.01 levels.

2. Questionnaire on Socio-Cultural Context (QSCC)

This is self-constructed and close-ended questionnaire. It has five dimensions: family support, responsibilities and conflict, cultural beliefs, reproductive health, work distribution, work place culture/organizational. It has 25 statements related to socio cultural context (SCC). All these dimensions are measured by using a five-point scale of strongly agree to strongly disagree.

Table 4:

Items of Questionnaire on Socio-Cultural context (QSCC)

QSCC	No. of Items
Family support, responsibilities and conflict	5
Cultural beliefs	6
Reproductive health	4
work distribution	5
Work Place Culture/organizational	5

Questionnaire (close ended) on Gendered Governance (QGG) :

This is self-constructed and close-ended questionnaire on gendered governance. It has three dimensions: planning and execution, decision-making and problem solving, group building and connecting. It contains 20 items and measured by using a five-point scale of strongly agrees to strongly disagree.

Table 5:

Items of Questionnaire on gendered governance close ended (QGGCE)

QGGCE	No. of Items
Planning and Execution	6
Decision Making & Problem Solving	8
Group Building and Connecting	6

Research tools for qualitative data collection

1. Questionnaire (open ended) on Gendered Governance (QGG)

The questionnaire is self constructed and has 10 open-ended statements. It has two parts; one is demographic profile and second is related to different dimensions of gendered governance. The demographic profile includes- age group, total work experience, experience of administrative position. The second part gendered governance consists three dimensions viz. planning & execution, problem solving & decision-making and the group building and connecting.

Table 6:

Items of Questionnaire on gendered governance open ended (QGGOE)

QGGOE	No. of Statement
Planning and Execution	3
Decision Making & Problem Solving	3
Group Building and Connecting	4

Reliability and Validity

Reliability through internal consistency method is applied to measure by the value of Cronbach alpha. Both Face and Content validity were established in this research work. The investigator did the face validity and the experts in the field of investigation established the content validity. Face validity, it appears to measure whatever the author had in mind, namely, what he thought he was measuring. On the basis of review of related literature face validity was determined. The rationale behind content validity is that to examine the extent to which a measuring instrument provides adequate coverage of the topic under study. For ascertaining content validity questionnaires were sent to different experts from various universities through email. With some of the experts' researcher met personally as well. Among the experts total 7 experts responded in personal/email. After incorporating suggestions from experts pilot study was conducted.

Table 7:

Reliability of the tools

Sr. no	Questionnaires	Reliability / alpha value
1	Questionnaire on Socio-Cultural context (QSCC)	0.783
2	Questionnaire on gendered governance close ended (QGGCE)	0.735
3	Questionnaire on Gendered Governance open ended (QGGOE)	Trustworthiness

2. Interviews

Semi-structured interviews were conducted for qualitative data collection. Eight senior most female faculties' were interviewed after following ethical guidelines. Two respondents from each selected university were interviewed and it was recorded after permission. Semi-structured interviews were opted for data collection and conducted through face-to-face with the participants. On the basis of recording the researcher prepared transcripts. Field notes were also prepared on the basis of observations made by researcher during fieldwork.

Pilot Study

Pilot study was conducted with 350 samples, before the real collection of data. The respondents were drawn from a various higher educational institutions, which include private and government colleges and universities. Based on experiences and recommendations obtained from the discussions with senior administrator of higher education and pilot studies, as well as advice from an experienced researcher, the questionnaire was refined and affirmed before the researcher entered the field formally for further exploration. While the process of interview gave feedback about the instrument design, the pilot study gave inputs about the data collection process. The process helped prune the questionnaire and helped to understand the difficulties in data collection, and also helped to establish the reliability and validity of the questionnaires used and facilitated the fine dash of the tool of data collection.

Procedure of data collection

Data collection scheme gives a detail about the data used in the research, sources from where the data was collected, period when the data was collected, mode of data collection and the area of the study.

Types of data in study

In current research, keeping in view the nature of the objectives, the researcher used survey method for collecting primary data. Survey method is the major the data collection mode for primary data. Source of primary data was the real respondents from the four selected central and state universities. While, secondary data was collected majorly from online sources and very few data were collected from offline mode such as; newspapers, books or the magazines etc.

Timeline of data collection

The total number of universities, in the sample, is four including two central universities and two state universities. Data collection period was of at least 90 days long excluding Saturday and Sunday. The data collection was started from September 2019 and completed in January 2020. It took around five months due to festivals and winter vacations in North India. The researcher used to visit one university daily for data collection after taking formal permission from the concerned authorities in advance. Faculties were approached for the interviews during lunch hours, or after the working hours in their university campus only, while close-ended questionnaires have been handed over to fill up and later on it was collected as per their given date and time. Open-ended questionnaires were filled in the presence of the researcher; hence the missing information rate of questions is negligible. Finally, the collected data was screened and used for analysis.

Critical analysis

Critical analysis means to study individual's parts of work. It means critical study is to examine something that someone has said and done and the systematic examine of a piece of information with discussion its validity and reliability. Critical analysis includes negative and positive elements and more attention to evaluate the

strength and the weakness of the text. A good critical analysis contains a discussion of arguments, the organization and style, accuracy, hidden assumptions, fairness and meta- analysis- systematic critical review, clarity, precision, depth, logic, and significance (Paul & Elder, 2013).

Table 8:

Critical Analysis

Criteria	Descriptive	Critical analytic
Critically reviewed Accuracy	What happened What something is like or dislike	Identifies the significance.
Organization and style hidden assumptions	Which things happened	Evaluates strengths and weakness. Weighs one piece of information against another makes reasoned judgement.
Discussion of arguments logic	How	Argues a case according to the evidence.
Reality	Explains what	Show why something is relevant and suitable
Reasons	Explains how	Why something will work best Identifies something is appropriate
Reliability	when	Weighs up the importance of the component parts
Depth	Different component	Structure information in order to importance

Significance	Options lists	Relevance of text between piece of information
Fairness Clarity, precision	Lists order link between items	Draw conclusions.
Remove common fallacies(name-calling, hasty generalizations, over simplifications, emotional language)	Give information	Gives the reasons for selecting each option.

Ethical considerations

During the collection of primary data, the purpose of the study was clearly explained to the respondents and matters of concerns were resolved adequately. All possible measures were taken to protect confidentiality of the participants. Every respondent was assured of confidentiality. This encouraged fair-mindedness during interviews. Interviews were conducted and recorded in a domain acceptable to the respondents and make sure that the process was reliable. The researcher followed five ethical concerns while collecting survey data as voluntary participation, no harm to respondents, anonymity and confidentiality, identifying purpose of the study, and analysis and reporting all these guidelines were addressed individually with explanations to help eliminate or control any ethical concerns.

Administration procedure

After going through the available literature, the researcher selected three dimensions of gendered governance and five dimensions of socio-cultural context. The items of the close-ended questionnaires and statements of the open-ended

questionnaire were drafted on the basis of those dimensions. The first draft of the open-ended questionnaire of gendered governance consisted 25 statements and close-ended questionnaire of gendered governance consisted 45 items and the questionnaire of socio-cultural context consisted 55 items. Then drafts were sent to the experts' from various universities for their suggestions for content validation of these questionnaires. On the basis of experts' suggestions questionnaires were modified and final version after suggestions and feedback from pilot survey contains 10 statements on gendered governance open-ended questionnaire, 20 items in close-ended questionnaire of gendered governance and the 25 items in questionnaire of socio-cultural context. These questionnaires were tried out on the sample of 350 female faculties of various colleges and universities. On the basis of the pilot study, reliability was found. After try out, necessary modifications were made and the questionnaires were finalized. For the variable of emotional intelligence a standardized questionnaire Trait Emotional Intelligence Questionnaire-Short format (TEIQue- SF) was used with 30 items.

For the final data collection, the researcher visited the universities of the area personally and contacted the head of department and consequently other faculty members who were in administrative positions. All the knowledge and information about the study was given to them. After obtaining the permission from the head, the researcher started the collection of data. The researcher collected the close ended questionnaires for quantitative data filled with 60 respondents and open ended questionnaire for qualitative data filled with 52 respondents and interviews conducted with 8 senior most female faculty involved in governance. The researcher also made transcripts, observation, field notes and recording for interview. At the end the investigators thanks the participants, heads of the departments.

Statistical techniques used

For the analysis of the data, percentage, t-test, regression, ANOVA were calculated with the help of SPSS. Following are the analytical tools applied in the study for representing the final results of the study. The researcher used thematic content analysis for qualitative data analysis. As the first section of the questionnaire on gendered governance included open-ended questions, hence, the content or the responses were analyzed using content analysis. While second part of the gendered governance questionnaire consist of close-ended question based on five-point Likert scale and responses were used to conduct the regression analysis and testing the hypothesis. Regression was conducted to measure the effect of socio-cultural context and emotional intelligence on the gendered governance. With the help of R square value, the goodness of fit of model has been checked whereas the regression coefficients show the relationship between the emotional intelligence, socio- cultural context and gendered governance.

Further more, One sample t-test was used to measure the difference in the perceived emotional intelligence of the female faculties. As there is only one variable i.e. emotional intelligence and the variation in the value of one variable can be measured using one-sample t-test. The difference in perceived socio-cultural context has been measured using similar test. One-way ANOVA is used to measure the impact of demographic variables on the three constructs of the study i.e. emotional intelligence, gendered governance and socio-cultural context. Along with these several other test such as; Cronbach's alpha to measure the reliability, and the percentage method have been used in the study.

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,

	<p>work</p> <p>Professional exposure for students</p> <p>Innovative pedagogies</p> <p>Multidisciplinary choice</p> <p>Technology advancement</p> <p>Brian storming</p> <p>Team building</p> <p>Accountability and responsibility</p> <p>Healthy discussion</p>	<p>visits, workshops, ICT, continuous evaluation, choice based education, innovative teaching, field work, group discussion, E-learning, skill development, mentoring and monitoring, collaborative research, group responsibility, gender and work distribution.</p>	<p>observation, participation, investigate challenges, confidence, real experiences, clear doubts, interactive environment, skill development, evaluate the performance, communication skill, social inclusion, spontaneity among participants, multidisciplinary approach, self – management, critical thinking, adaptability,</p> <p>Male faculty: discipline,</p>
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	Assigning duties of faculty members	<p>Equal distribution of work according to capability, interest, culture</p> <p>Get together parties,</p> <p>Group task, cultural events, lab work, group competition, educational visits ,</p>	<p>refreshment ,invitation, sitting arrangement, media</p> <p>Female faculty: cultural, reception, decoration.</p> <p>Prize distribution- both</p> <p>Build team spirit, innovativeness, better future mangers, quality time, informal manner, reinforcement skills, social skills, practical knowledge, transferable skills, and virtual platform.</p>
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
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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 & Passeron (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 than 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 than 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 than men and hence is chosen for the responsibility of decoration. Since female has higher aesthetic sense than 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 a 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 from 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 new and effective ideas for the improvement of education system and methods as well.

Proactive steps for wellbeing

Maintaining 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 invited 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 come 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 prioritize family over work, and feel guilty 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. At 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 be 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

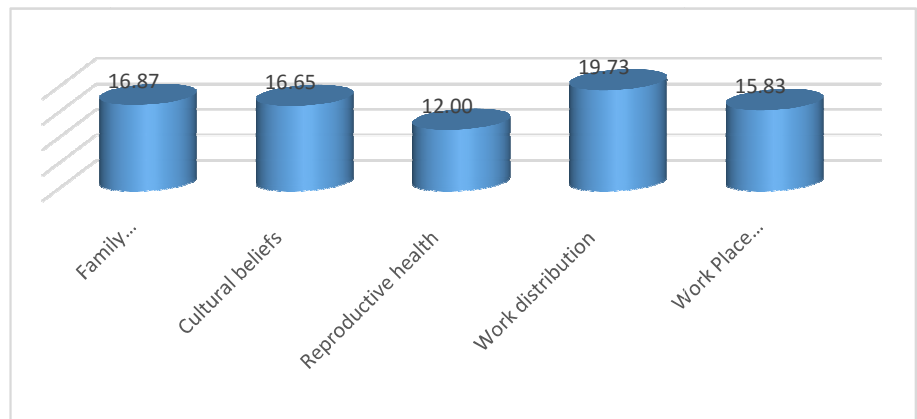
with the statement. It showed that these respondents rejected the claim that women are treated differently compared to their male colleagues in terms of giving corporate governance opportunities in a university. The data thus does not indicate a clear majority of views on the statement. Workplace culture 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 neutral 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 show 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 percent 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 this 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.

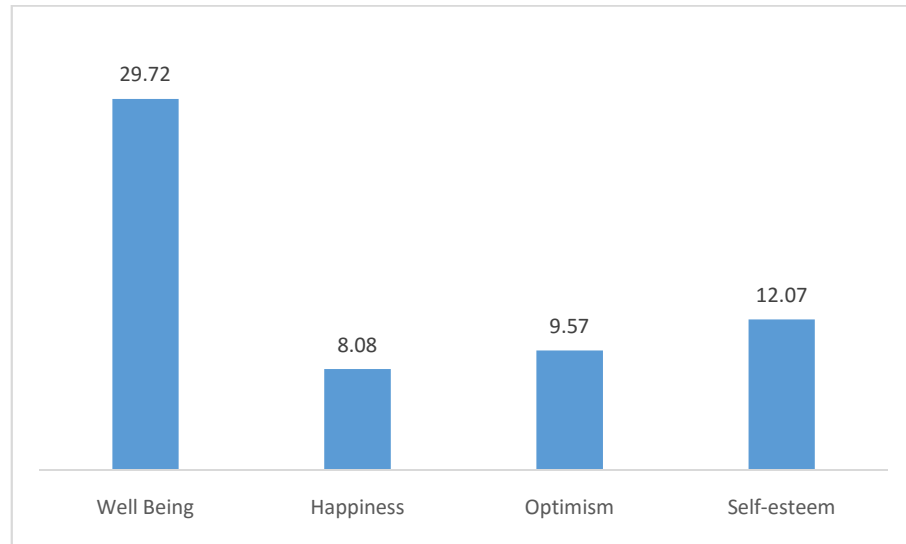
Well being

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 majority 25 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

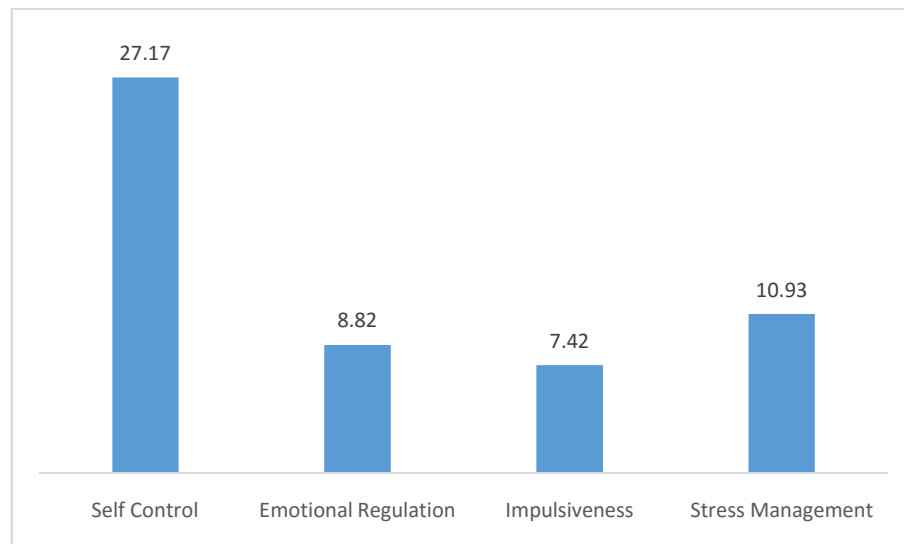
towards the statement. This shows that most of the respondents had good faith in their personal virtues. The above table indicates the Respondents (Faculty) and percentage of respondents who agreed or disagreed to the second statement. A majority of the respondents, i.e. 40 percent, chose to express their complete agreement with the statement at 7.0 on the seven-point 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 of the respondents had strong emotional regulation capabilities in them.

Impulsiveness

Impulsiveness refers to the inclination of an individual to act on 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 indicates percentage 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

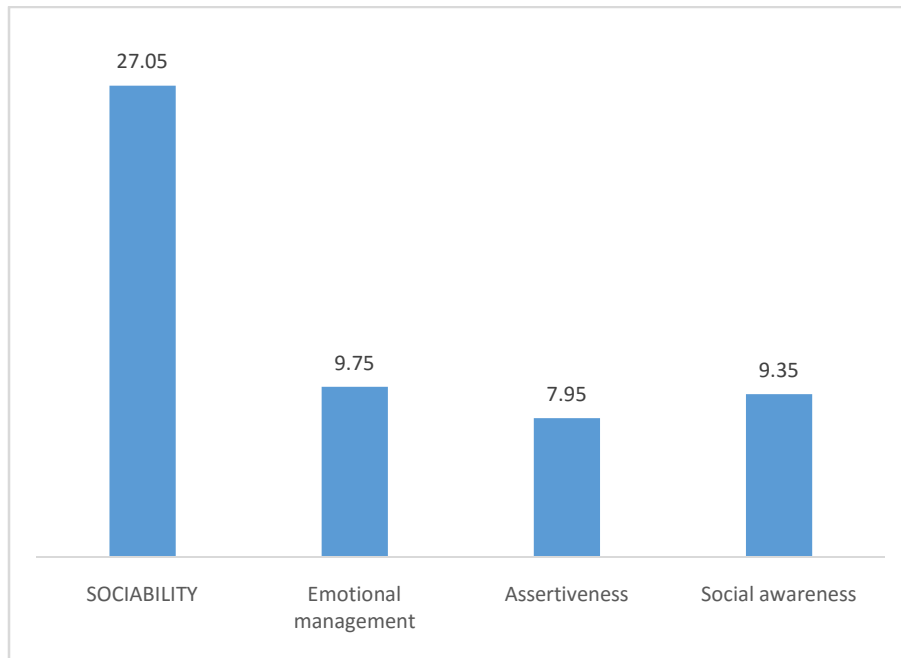
to express their agreement with the statement at 5.0 on the seven-point scale. Further, another 28.3 percent of the respondents showed strong agreement to the statement at point 6.0. On the other hand, 13 percent of the respondents showed some disagreement towards the statement. Thus, it is clear that 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-point 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 and 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 indicates percentage 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

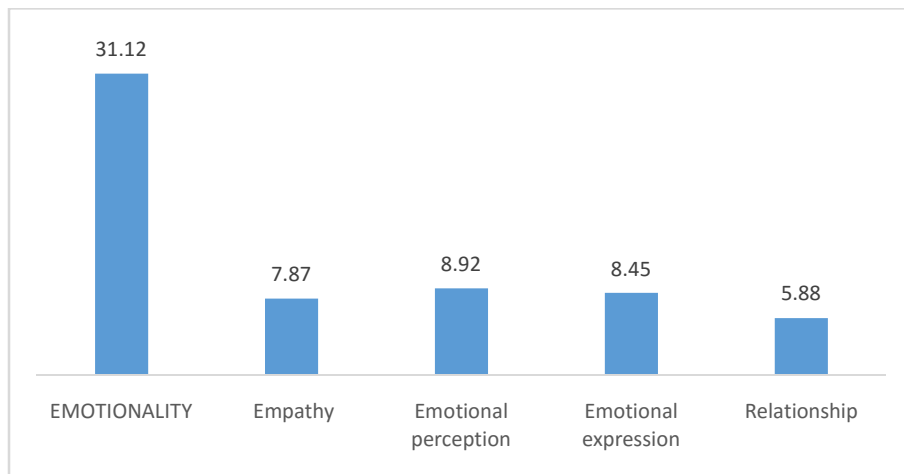
agreement with the statement at 4.0 and 5.0 on the seven-pointer scale. This shows that majority of the respondents in the survey were not in either agreement or disagreement with the statement and had neutral degrees of social awareness.

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

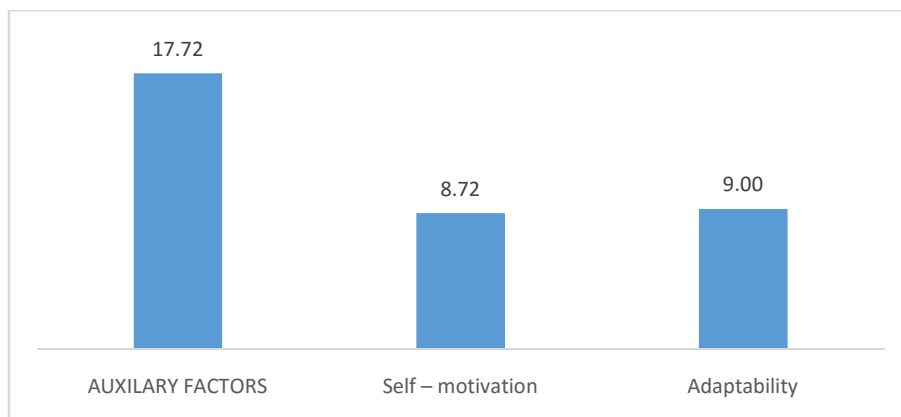
scale. Further, another 25 percent of the respondents showed strong disagreement to the statement at point 2.0. Thus, it is clear that the respondents had an overwhelming disagreement towards the statement. This shows that most of the respondents had good faith in ability to bond with others around them. 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:

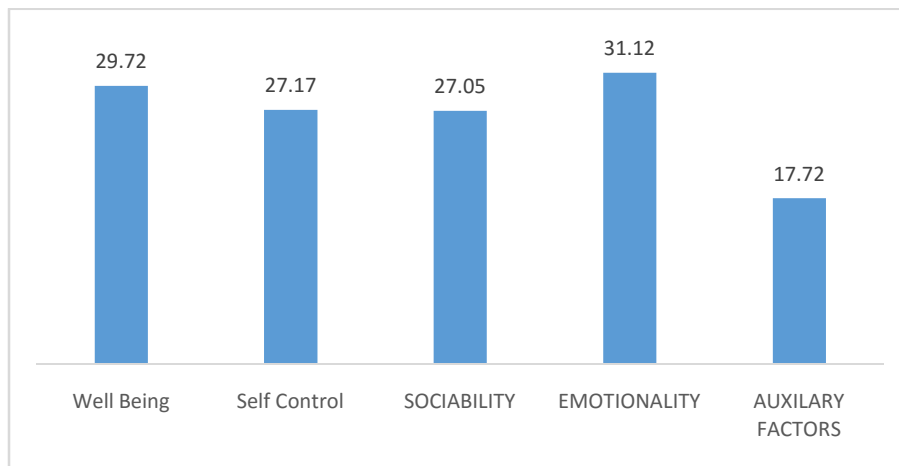
Adaptability

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-point 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 found 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	30	136.0000	18.35756	10.59874	90.3973	181.6027	123.00	157.00
	M.Phil and PHD	80	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	30	90.0000	11.13553	6.42910	62.3378	117.6622	78.00	100.00
	M.Phil and PHD	80	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

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 of 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

<i>Effect of Administrative Experience on EI, SC and GG</i>						
		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

<i>Effect of socio-cultural context on gendered governance</i>				
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:

<i>Socio-cultural context and gendered governance</i>						
		Coefficients		Coefficients	t	Sig.
		B	Std. Error	Beta		
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:

<i>Dimensions of socio-cultural context and gendered governance</i>					
	Coefficients		Coefficients	t	Sig.
	B	Std. Error	Beta		
(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 and broader 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:

<i>Emotional intelligence on gendered governance</i>						
		Coefficients		Coefficients	t	Sig.
		B	Std. Error	Beta		
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.

<i>Effect of dimensions of emotional intelligence on gendered governance</i>				
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

<i>Dimensions of emotional intelligence and gendered governance</i>						
Model		Coefficients		Coefficients	t	Sig.
		B	Std. Error	Beta		
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:

<i>Emotional intelligence, socio- cultural context and gendered governance</i>					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(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 0.001 value (significance being $p<0.05$). It shows that, with all variables remaining constant,

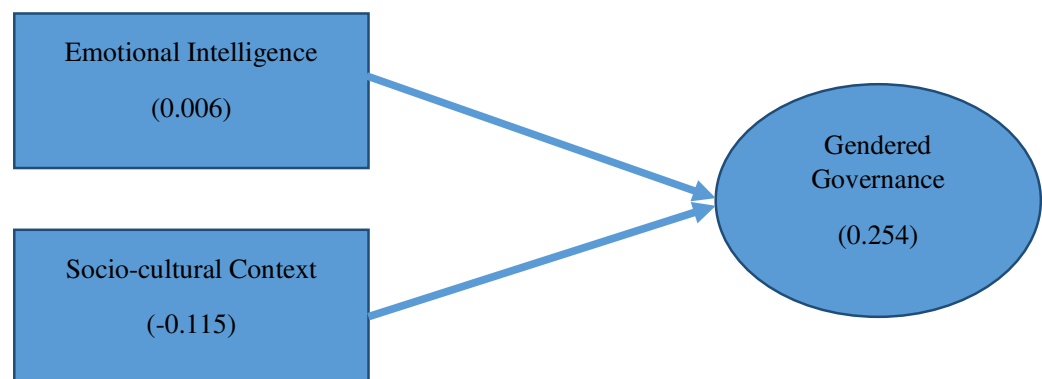
socio-cultural context directly and significantly impacts overall gendered governance in administration at higher educational institutes. On the other hand, emotional intelligence had a value of 0.774, which shows that it had no significant impact on perceptions regarding gendered governance in higher 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.

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.

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- 142.
- 143.
- 144.

(c) _____

2. If you have few situations where you encourage diverse group work, please mention here.

(a) _____

(b) _____

(c) _____

3. How duties are assigned among faculty members on following events:

Events	Faculty members
Discipline	
Sitting arrangement	
Refreshment	
Decoration	
Cultural program	
Invitation	
Media arrangement	
Reception	
Prize distribution	

2. **Problem solving and Decision making**

1. How male and female leadership are perceived in educational institutions? How female leadership is perceived?

-
2. How academic and administrative challenges (like less interest of staff in institution management, poor performance of students, gender discrimination) can be resolved in your organization under your leadership?

3. How much freedom is given to women leadership in educational organizations for expressing suggestions and implementing new ideas in high power committees like management committee, executive council etc.?

3.

1. What techniques you use to create congenial communicative environment with staff members and which technique due to you feel brings the best results?

2. How do you motivate and provide opportunity to your staff members for establishing networking outside the university?

3. Have you involved the community members and social workers or parents for the upliftment of the education quality and working culture of your institution and how?

Semi Structured Interview schedule

1. Please describe your governance positions and the main task and role of your positions.
2. Which aspect do you consider to have to have advanced your career progression most and main obstacles in your career progression?
3. Have you felt that being a woman it is harder to establishing networks outside and inside of university?
4. If you have experience of any biasness, stereotyping and prejudice as you sought governance position in higher education.
5. Have you felt that family responsibilities hinder from work life balance?
6. Have you felt that women have hurdle to prove better leader in comparison to male?
7. As a leader, how you resolved academic and administrative challenges?
8. How you create congenial communicative environment in your staff members?
9. How much freedom you feel in educational organization for expressing suggestions and implementing new ideas in high power committees?

10. How socio- cultural aspects affect on gendered governance?
11. How reproductive health affects women leaders?
12. Would you like to add something about this research work?

APPENDIX- B

Questionnaire on Gendered Governance (close ended)- QGGCE

1. Planning and Execution	Disagree				Agree
1. I confidently take initiatives on my own behalf.	1	2	3	4	5
2. I am aware with my privileges and limitations related to my authority	1	2	3	4	5
3. I know my priorities.	1	2	3	4	5
4. I am comfortable in making planning related to my governance position.	1	2	3	4	5
5. I feel difficulty to execute my planning.	1	2	3	4	5
6. I feel gender discrimination in work distribution.	1	2	3	4	5
2. Decision Making & Problem Solving					
1. I am able to face challenges related to my governance position.	1	2	3	4	5
2. I am able to balance my personal and professional life.	1	2	3	4	5
3. I enjoy my powers and responsibilities.	1	2	3	4	5
4. I always seek out governance opportunities.	1	2	3	4	5
5. Usually, I find out the solution of the problems related to governance.	1	2	3	4	5
6. I find myself comfortable in dealing with problems.	1	2	3	4	5
7. Generally, I participate in discussion to solve the problems related to institution.	1	2	3	4	5
8. I feel my decision making and problem solving skills are good.	1	2	3	4	5
3. Group Building and Connecting					

1. My colleagues feel free to share their issues with me.	1	2	3	4	5
2. I always try to promote team work / group building.	1	2	3	4	5
3. I try to make congenial communicative environment in my department.	1	2	3	4	5
4. I enjoy working in groups.	1	2	3	4	5
5. I am able to create team spirit among students and faculty colleagues.	1	2	3	4	5
6. I provide the opportunities to my faculty colleagues for establishing networking inside and outside the institution.	1	2	3	4	5

Variables	Very Good	Good	Moderate	Poor	Need to be improved
Planning and Execution					
Problem Solving and Decision Making					
Group Building and Connecting					
Overall Governance Quality					

APPENDIX- C

Questionnaire on Social Cultural Context (QSCC)

1. Family support, responsibilities and conflict	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I feel that the responsibility of family is a hindrance in career development of a female academic leader.					
2. Conflict in work-life balance affects my academic and administrative work.					
3. The Lack of support from family and friends impede women career progression.					
4. Sometimes, I feel guilty because of not spending enough time with my families/children					
5. I feel hesitation to take up promotional opportunities due to fear of imbalance between family and work responsibilities.					
2. Cultural beliefs					
1. I think women in administration have to face the allegation of bad character due to the networking with her male colleagues.					
2. I feel misunderstood due to collaboration with male colleague.					
3. I feel that women are discriminated in the promotion because of their gender					
4. Social/ family culture suggests me to obey male counterpart with questioning their authority.					

5. Due to administrative work in university I feel that I have to ignore social gathering/functions.					
6. I think women receive unfair judgment regarding their work performance compared to men.					
3. Reproductive health					
1. It is difficult to re-achieve higher leadership positions after maternity.					
2. Women leaders' traits are often considered weak and helpless.					
3. Reproductive health affects women's choice of participation or no participation in leadership position.					
4. Breaks in employment such as maternity leave/ caring for dependants slow down women career progression					
4. work distribution					
1. I think my progress is depending on learning new things and take responsibility.					
2. I am confident that my educational credentials will be considered when getting a better task as a leader.					
3. I feel that women leaders have achieve equal chance for profession growth.					
4. I feel that women leaders are missing better academic work due to lack of desire for power					
5. Women who progress have high aspirations and career goals.					
5. Work Place Culture/organizational					

1. I think, women receive fewer opportunities for Inclusion in corporative governance of university.					
2. Many times, women having similar experience get lower position due to gender.					
3. Organizations lack in implementation of policies to support women career Progression.					
4. I feel that male hierarchies are more likely to promote men for managerial positions than women.					
5. I feel that women have hurdle to prove better leader in comparison to male.					

APPENDIX – D

TEIQue-SF

Instructions: Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There are no right or wrong answers. There are seven possible responses to each statement ranging from ‘Completely Disagree’ (number 1) to ‘Completely Agree’ (number 7).

1 2 3 4 5 6 7
Completely **Completely**

Disagree

Agree

WELL BEING							
Happiness	1	2	3	4	5	6	7
1. I generally don't find life enjoyable.							
2. On the whole, I'm pleased with my life.	1	2	3	4	5	6	7
Optimism	1	2	3	4	5	6	7
3. On the whole, I have a gloomy perspective on most things.							
4. I generally believe that things will work out fine in my life	1	2	3	4	5	6	7
. Self-esteem	1	2	3	4	5	6	7
5. I feel that I have a number of good qualities.							
6. I believe I'm full of personal strengths	1	2	3	4	5	6	7
SELF CONTROL	1	2	3	4	5	6	7
Emotional Regulation	1	2	3	4	5	6	7
7. I usually find it difficult to regulate my emotions.							
8. I'm usually able to find ways to control my emotions when I want to.	1	2	3	4	5	6	7
Impulsiveness	1	2	3	4	5	6	7
9. I tend to change my mind frequently							
10. I tend to get involved in things I later wish I could get out of	1	2	3	4	5	6	7
Stress Management	1	2	3	4	5	6	7
11. On the whole, I'm able to deal with stress.							
12. Others admire me for being relaxed.							

	1	2	3	4	5	6	7
SOCIABILITY	1	2	3	4	5	6	7
Emotional management	1	2	3	4	5	6	7
13. I can deal effectively with people							
14. I'm usually able to influence the way other people feel	1	2	3	4	5	6	7
Assertiveness	1	2	3	4	5	6	7
15. I often find it difficult to stand up for my rights.							
16. I tend to "back down" even if I know I'm right.	1	2	3	4	5	6	7
Social awareness	1	2	3	4	5	6	7
17. I would describe myself as a good negotiator.							
18. I don't seem to have any power at all over other people's feelings.	1	2	3	4	5	6	7
EMOTIONALITY							
Empathy	1	2	3	4	5	6	7
19. I often find it difficult to see things from another person's viewpoint.							
20. I'm normally able to "get into someone's shoes" and experience their emotions	1	2	3	4	5	6	7
Emotional perception	1	2	3	4	5	6	7
21. Many times, I can't figure out what emotion I'm feeling							
22. I often pause and think about my feelings	1	2	3	4	5	6	7
Emotional expression	1	2	3	4	5	6	7
23. Expressing my emotions with words is not a problem for me.							
24. I often find it difficult to show my affection to those close to me.	1	2	3	4	5	6	7

Relationship	1	2	3	4	5	6	7
25. Those close to me often complain that I don't treat them right							
26. I find it difficult to bond well even with those close to me..	1	2	3	4	5	6	7
AUXILARY FACTORS							
Self – motivation	1	2	3	4	5	6	7
27. I normally find it difficult to keep myself motivated.							
28. On the whole, I'm a highly motivated person	1	2	3	4	5	6	7
Adaptability	1	2	3	4	5	6	7
29. I often find it difficult to adjust my life according to the circumstances.							
30. Generally, I'm able to adapt to new environments	1	2	3	4	5	6	7

Appendix F

Participation/Presentation in Seminars/Conferences/Workshops

Participation:

- National workshop on **Statistical Techniques and Data Analysis using R** by the Department of Statistics, Central University of Haryana from March 19-23, 2018.
- National workshop on **Theatre in Education** by the Department of Education, Central University of Haryana from May 3-4, 2018.
- National workshop on **Teaching Learning and Evaluation Online with MOODLE MOOC Platform & Open Education Resource** by the Department of Education & School of Education Central University of Haryana from May 14-16, 2018.
- Participation in GIAN course on Critical Perspectives on “Inclusive Education” from Oct.30 to Nov. 3, 2017 at Central University of Haryana.
- National workshop on **Research Methodology** by RBS College of Education, Reawari from Nov. 13-19, 2017.
- One day workshop on **Economic of Gender and Development** by the Department of Economics, M.D.U. Rohtak on July 25, 2017.

Paper presentation:

- Paper entitled: **Spirituality Enhancing the Participation of Women’s in Leadership Position for sustainable Development** in National Conference on *Spiritual Development through Education* held on Oct. 11-12, 2018 at Central University of Haryana.
- Paper entitled: **ICT Enabled School Leadership: A Qualitative Exploration** in National Conference on *ICT in School Education* held on Nov.27-29, 2017 at RIE, Ajmer.

- Paper entitled: **Integrated Skill Development in Teacher Education: Walk to Talk** in National Seminar on *Integrating Skill Development in Teacher Education: Issues, Challenges and Strategies* held on July.7, 2017 at MDU, Rohtak.
- Paper entitled: **Role of ICT in Shaping the Future of Indian Educational System** in National Seminar on *Skill Based Education: Scope and Perspectives under RUSA* held on Jan.31, 2016 at RBS College of education, Rewari.
- Paper entitled: **Innovation in Teacher Education for Enhancing Quality** in National Seminar on *Innovations and Quality Enhancement of Teacher Education for Nation Building* held on April, 2-3. 2016 at RBS College of education, Rewari
- Paper entitled: **Teacher Education: Contemporary Trends and Innovation** in National Seminar on *Teacher Education in a Volatile, Uncertain, Complex and Ambiguous World: Critical Issues Concerning Teacher Education* held on Feb, 5-6. 2016 at RBS College of education, Rewari.

Publications:

- Paper entitled: **Role of Emotional Intelligence in Effective Leadership**. Published in *International Journal of Leadership* (2019), 7 (2), 19-24.
- Paper entitled: **Leadership and Gender: An Exploration of Two Female Administrators' Leadership Experiences in India**. Published in *Journal of International Society for Teacher Education (JISTE)*, 2018, 22 (1), 88-94.
- Paper entitled: **A Study of Educational Achievement of Secondary School Students in Relation to Parental Encouragement**. Published in *Journal of Central University of Haryana*, 2016, Vol. 3, 21-24.

