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 (Bhuvanalatha, 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 culturalwell 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.

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Emotional Intelligence

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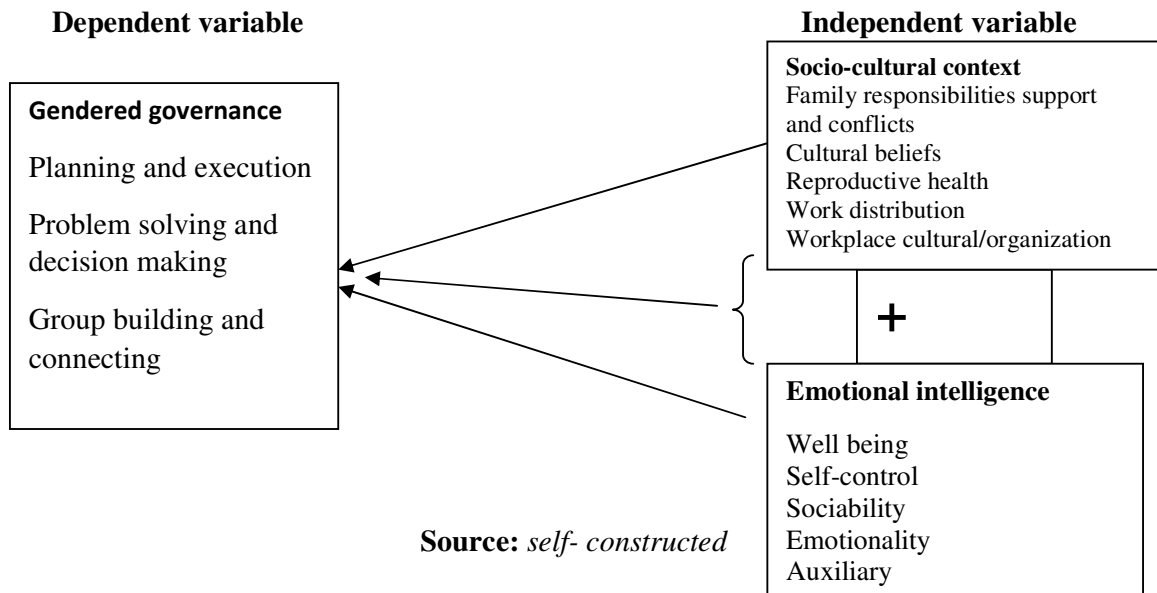
emotional intelligence. This study is an effort to understand the concept of gendered governance in the context of socio-cultural and emotional intelligence. So, the findings of the study will fill up the gaps in research with a special reference to women leaders in higher education.

<div align="center">**Conceptual Framework of the Study**</div>

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 1that 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

Dependent variable   **Independent variable**

| **Socio-cultural context** |
| Family responsibilities support and conflicts |
| Cultural beliefs |
| Reproductive health |
| Work distribution |
| Workplace cultural/organization |

Gendered governance

Planning and execution

Problem solving and decision making

Group building and connecting

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Emotional intelligence

Well being
Self-control
Sociability
Emotionality
Auxiliary

Source: *self- constructed*

<div align="center">**Operational Definitions of the Terms Used**</div>

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.

<div align="center">**Research Question**</div>

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.