

Factors Contributing To The Success Of Women Leadership In Higher Educational Institutes

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Abstract

No person doubts that bringing extra women into leadership can be essential to the enterprise's progress. However, the variety of women in leadership positions in education institutions and agencies across all sectors remains limited. Whilst many motives had been given within the scientific literature to give an explanation for this case, the disconnect among female values and the masculine lifestyle that still shapes leadership positions in a few societies has regularly been highlighted as one of the maximum figuring out factors. Since those academic institutions are converting unexpectedly, intending in the course of commercialization, more and more worldwide academic organizations, women decision maker have to alternate the limits. The "female management style" is proving to be effective, also preferred through pals and workforce. A women manager's attitude is higher perfect for responding to the first rate communication styles and values decided in multicultural staff. The reason of this research is to find out and study relation amongst women and leadership inside the higher education systems in addition to the techniques for women's leadership success factors. In spite of the boundaries and requirements of women in administrative stature, there are robust inner/ outside factors that help them overcome all these barriers. Understanding these factors and their impact on women's leadership is critical when researching women's leadership. It can be argued that maximum research usually means fewer women in key positions. However, the women did a remarkable job of overcoming the problem. In addition, those who participated in these studies were more likely to have stability, sociability, crowds seeking access to wills, family support, husband support, notable relationships with subgroups and friends, cooperation, control, and in some cases, they cite several factors of promotion. Universities need to make the workplace more conducive and great for women to attract more women into the educational leadership process. Also relevant to them in terms of preferences and controls, and top management commitment to bridging the gap may be paramount. It helps to preload your lower back.

I. INTRODUCTION

No person doubts that bringing extra women into leadership can be essential to the enterprise's progress. However, the variety of women in leadership positions in education institutions and agencies across all sectors remains limited. Whilst many motives had been given within the scientific literature to give an explanation for this case, the disconnect among female values and the masculine lifestyle that still shapes leadership positions in a few societies has regularly been highlighted as one

of the maximum figuring out factors. For these reason that women have made strides in the direction of equality in social settings and the workplace. In higher academic institutions, the illustration of women within the highest leadership roles in colleges and universities is less than one third (Cook, 2012). The low illustration of women in senior leadership roles has brought about the conclusion that there may be a hidden bias in opposition to women looking for leadership positions.

Statisticians from the American Council on Education (ACE) records offer no reason for

the slower increase rate. Studies through prepare dinner (2012) showed that women appear to comply with the conventional profession course to top educational positions. They became referred to as teachers and students inside better schooling. Men who rise to the pinnacle positions are possibly to come back from different organizations, politics or the army, or even from non-educational positions in academia. Cook, (2012) advised that a sexist method were prevailing that men are hired for his capability and women are employed for his or her achievements.

The argument for women's participation in selection-making and leadership is based totally on the popularity that every person has the proper to take part in the selections that define her existence. She argues that on the grounds that women recognize their situation primarily, they have to participate as a whole lot as men in order that their perspective is efficiently included into all degrees of decision-making, from the personal to the general public sphere of their lives, from the neighborhood to the global (Miranda, 2005). Women and men have distinctive desires, pursuits and priorities springing up from their particular roles as a loss to society as a whole. Women's desires, pastimes, and worries aren't limited to women themselves, but replicate their number one roles as mothers, better halves, and caregivers. Incorporating a women's perspective into decision-making have to therefore result in better decisions that greater appropriately replicate the desires and interests of youngsters and families (which includes male contributors), thereby selling sustainable development. This scenario is elaborated from the views of social justice and organizational attitude stated that the more women in leadership positions, the better the organization performs (Noland et al., 2016). However, a sure complacency still persists amongst higher educational institute decision-makers.

It is possibly not unexpected; consequently, progress in the direction of enhancing women's illustration is restrained and slowing. Savigny

(2014) measured the growth is 0.75% in 12 months; it'll take more than one hundred years for women to attain the equal number of British professors. At govt. leadership degree, between 2005 and 2013 there has been best a 0.4% annual growth in the share of girl percent in pre-1992 English universities (Shepherd, 2015). In recent years, tasks including Athena SWAN subjects programs have been delivered to boom the range of women in leadership but, as many women in higher educational institutions emerge and as inclined to achieve this (Sandberg, 2013), they nevertheless should go through the employment systems in the event that they want to comfy top jobs. This technique remains a first-rate determinant of the demographics of a university's government control crew and is consequently vitally important for universities to perform efficaciously and fairly.

Since those academic institutions are converting unexpectedly, intending in the course of commercialization, more and more worldwide academic organizations, women decision maker have to alternate the limits. The "female management style" is proving to be effective, also preferred through pals and workforce. A women manager's attitude is higher perfect for responding to the first rate communication styles and values decided in multicultural staff. Over the last few many years, countrywide regulations and practices have notably advanced the participation of women in higher education, making sure that there is an ever-increasing pool of women who're able to seek employment in the higher education sector and in the end obtain positions of responsibility inside higher education establishments and ministries. The women body of workers inside the Indian academic institutions constitutes more than 30% of the total trainer populace, but only some girls have access to higher academic administrative positions and the remaining substantial majorities are engaged in college coaching. Despite the fact that they've succeeded in achieving positions in higher educational stage

they will be below-represented at the senior management positions.

As instructional institutions are unexpectedly converting, moving closer to commercialization, the number of global academic institutions is growing, managers need to.

Barriers That Women Face

Plenty has been written about the strengths and abilities that women often deliver to control (Kezar, 2014); irrespective of this property, it's miles clear that the systems, expectancies, and rewards function of male-normed businesses generally demotivated women leadership. "The McKinsey & company report (2018)" titled "Women in the Workplace" used the time period "everyday discrimination" for factors of organizational manner of life that save women from feeling secure and supported at work. In addition, Ibarra et al., (2013) described the pervasive unfavorable effects of "second generation gender bias" which means "erects powerful but subtle and often invisible barriers for women that arise from cultural assumptions and organizational structures, practices, and patterns of interaction that inadvertently benefit men while putting women at a disadvantage".

The framework proposed by way of manner of Diehl and Dzubinski, (2017) is one of the most complete thus far and is especially apropos to this newsletter, for the reason that an awful lot of the rising qualitative information for the idea generated from other contexts. They cited the 27 obstacles regular with the "macro (societal), meso (organizational), and micro (individual)".

Macro or societal boundaries are cultural dimensions that make it tough for women to be taken significantly and to make contributions as leaders. The 6 limitations that Diehl and Dzubinski (2017) spotlight in this place are the following: "control of women's voices (restrictions in how they contribute); cultural constraints on women's own choices (constraints by society and social norms); gender stereotypes (generalizations held by

society); gender unconsciousness (lack of understanding of how gender plays out in organizations); leadership perceptions (leadership is associated with men); and scrutiny (intense examination of women in leadership)". Author additionally recognized sixteen gender-based "meso" or "organizational" obstacles. The barriers at this degree encompass "devaluing of communal practice (a more caring and nurturing style is discounted); discrimination (unjust treatment); exclusion from informal networks (limited access); glass cliff realities (being placed in high-risk roles); lack of mentoring, sponsorship, and support (three separate barriers, each of which is relationship-based); male gatekeeping (control of access); male organizational culture (male normed); organizational ambivalence (lack of confidence in women); the queen bee effect (women not supporting women); salary inequality (gender wage gap); tokenism (not being viewed as competent and earning a spot); two-person career structure (the partner is expected to do unpaid work), unequal standards (women must perform at a higher level); and workplace harassment (sabotage, verbal abuse, bullying, intimidation, sexual harassment, and other behaviors intended to provoke, frighten, intimidate, or bring discomfort)".

In the long run, Diehl and Dzubinski's (2017) third "level of society in which (certain barriers) generally operates most strongly" is "micro or individual limitations". Preliminary sizeable interviews with women leaders in higher education, the authors recognized 5 sex-based control limitations that function at this degree. Despite the fact that these barriers generally lie in the women herself, that "the roots lie in cultural and organizational expectations for women's behavior". The ones embody communiqué style constraints, aware unconsciousness, personalizing and conflict of working life.

Purpose of this study

The reason of this research is to find out and

study relation amongst women and leadership inside the higher education systems in addition to the techniques for women's leadership success factors.

Women as Educational Leaders – Strength Factors

In spite of the boundaries and requirements of women in administrative stature, there are robust inner/ outside factors that help them overcome all these barriers. Understanding these factors and their impact on women's leadership is critical when researching women's leadership.

Internal Factors

These sections will assess the literature describing the inner elements of leadership: identity, ethical and moral characteristics, lifelong mastering, dedication and hunger and association with other people.

Leadership Identity

Plenty of a leadership identification stems from the non-public identification of the head. As noted through Hertneky (2008), defined it as "the way people see themselves is so basic to how they behave and yet so invisible because it is such an internal and often privately held process". Hertneky (2008) continued:

“Leadership core identity is intertwined with a woman's identity, because women explore themselves as individuals and as women in search of their authentic selves. They are also holding themselves up to and comparing themselves to a primarily male conception of leadership. They are focused on making meaning of their lives and experience while they construct an integrated identity that is inclusive of the various domains and career expectations placed upon them. This identity is relational, recognizing the need for balance of and the strength of relationships.”

It stated that women leadership identity mirrors their non-public personality. This personality is insightful, complicated, and the middle persona

that permits them in future preference-making in administrative works.

As Komives et al. (2005) illustrated via the story of the way adults encouraged a specific player via announcing, ““Oh, you'd be good at that’, or ‘I really think you should apply for that,’”. The authors continued, "Once they acknowledged that they were leaders or had leadership potential, they began to incorporate that identity into their sense of self".

Having sturdy leadership identification permits women to hold company administrative leadership. As earlier author emphasized, "...a leader with a clearly defined, strong leadership identity will be more effective than a leader lacking such an identity". Hertneky (2008) clarified,

“The construction of leadership self-identity is a developmental, reciprocal learning process. A change in context may impact how a leader perceives herself and a leader's ability to evaluate and monitor herself in different contexts allows her to be authentic and effective.”

With the aid of having center identification this is bendy, a female is able to make higher selections at the same time as adapting to the changing surroundings.

Strong management identification, but, does no longer usually associate to a female who support to attract kindness for her deeds. As Mertz and McNeely (1990) described the ones sorts of ladies who believed inside the philosophy of "work hard, be loyal and you will be rewarded". Those women "...tended to not seek out administrative positions, but rather to wait for positions to come to them, i.e., to be asked to apply; to be an obvious choice, before applying". No matter the "appearance" of a girl's control identification, their identity becomes a sturdy inner component that helped them.

Moral and Ethical Characteristics

As Doh (2003) pointed out, "a number of the educators linked leadership person to a few thing of social or moral responsibility,

suggesting that leadership has a moral and ethical dimension beyond the more common definitions that emphasize motivation and electricity relationships. A female's ethical man or woman affects her decision-making and mind-set in dealing with difficult dilemmas and obstacles while in leadership positions".

Women also decided on management positions primarily based on an ethical responsibility. Author talked about, "the motivation to lead includes the calculation of the cost of taking on a leadership role and the sense of duty or responsibility to do so". In spite of the limitations, some women selected a hard path of leadership due to their principles. As Goldring and Greenfield (2002) stated, "leadership requires a continuous struggle over competing values and unattractive options". Author again said:

"Much of the work of school administration involves making value judgments about the right thing to do in the face of more than one desirable choice. At other times the challenge may be choosing the least harmful from among several undesirable alternatives". (Goldring and Greenfield, 2002)

A girl's ethical and moral individualities also are inner elements which continued them all through their administrative practices.

Lifelong Learning, Passion, and Commitment

Just like ethical and moral traits, a ardor for mastering compressed women's resolutions to halt in authority statures. As Hertneky (2008) defined the women in their look at, "Learning is a theme that runs through the data; these women are in the business of learning and it is their passion". Mertz and McNeely's (1990) found in their study that: "Most of these subjects said they had not set out to become administrators. They reported that they had not gotten administrative certification in order to get an administrative position, but rather to further their education".

Encountering the challenging reviews of management needed a thirst for lifetime mastering.

Hertneky (2008) described as "...teachers and scholars and role models as part of their sense of themselves as leaders. They are intellectually curious, talented, and thoughtful and embrace the challenge and complexity that come with leadership". Doh (2003) thoughtfully noted, "Leadership clearly requires personal commitments on the part of the learner". As Komives et al. (2005) referred to, "As participants' commitments to a change or a passion emerged, they took on a catalyst or a change agent role".

Impact of Powerful Relationships

Studies also stated that the strength of relationships in overcoming demanding situations in administration. As Komives et al. (2005) described, "Adults played different roles in influencing student movement through the leadership identity development stages. In the family, adults were tremendously influential in building confidence and being an early building block of support". Those relationships helped people conquer limitations they may no longer have triumph over without the help of associations. Hertneky (2008) placed same results inside the contributors of his have a have a look at:

"The participants all recognize the mentors, role models, and teachers who have influenced their development as leaders. While the three roles vary slightly from one another, they are examples of the power of relationships to shape one's concept of leadership."

No matter the effect of out of doors individuals, relationships are an effective inner aspect for ladies who provide them the strength and resource to stand against the odds.

External Factors

These phases provide the literature evaluating the out of doors elements of vast studies, good expertise, and helpful basics.

Meaningful Experiences

Importance of experiences is described by Komives et al. (2005) as: "Involvement experiences were the training ground where

leadership identity evolved. These experiences helped clarify personal value and interests, and helped students experience diverse peers, learn about self, and develop new skills". Practices can assist increase and outline someone's leadership identity.

As Doh (2003) stated the importance of stories as describe one of his participants, "once a foundation of ideas about leadership is internalized (from books, cases, discussions, guest speakers), it must be practiced with feedback in realistic, rich environments. These could be simulation settings, client-consulting settings, internships, role-plays and other experiential exercises". As Collay and Cooper (2008) emphasized, "...students also need opportunities to use that information to reflect on their experience and construct knowledge that synthesizes new information with their personal and professional experiences". Significant reviews allowed leaders to investigate from their errors, in addition to accomplishments.

Valuable Mentoring

Having mentors is each different external thing that permits leaders grow to be greater powerful leaders by using analyzing from others. Doh (2003) stated, "...such programs should be highly practical, including training or coaching from practitioners, that students may learn as much or more from failures in leadership as they would in attempting to replicate successes...".As Komives et al.'s 2005 examine, "I'm going to learn from other people's experience, and I'll at least get some information before I jump in there". Mentors can offer treasured data from primary and actual field reports. Mentors additionally can be precious property in a female's profession. As Lahtinen and Wilson (1994) defined, "They (mentors) could be a key for women to advance their careers. Most female executives have had mentors who were vital to their success". Different research confirmed that if you have a guide how it can help in your leadership,

wherein people are "...more satisfied with their jobs and have greater success on the job than those without mentors" (Jackson, 2001). Gaining knowledge of and having the useful resource of someone who has long past through comparable demanding situations permits women of getting higher success. As Sherman (2005) stated, "formal mentoring or leadership development is one way to promote and unite women in educational administration, to offer them a chance to engage in mentoring relationships, and to network with others, both men and women, practicing leaders, and aspirants" .

Mentoring can also combat the traumatic situations women face as girl leaders. As Growe and Sir Bernard regulation (1999) encouraged, "the mentoring experience must help women develop self- esteem, aggressive managerial personalities, and non-traditional attitudes about women and employment". Mentors can assist women find out the self-belief to turn out to be leaders. As Eckman (2002) said, "five of the interviewees indicated that it had been female educational administrators who had encouraged them to apply for administrative positions and to enroll in administrative certification programs". Mentors can play a robust out of doors component in women moving into and staying in positions of leadership.

Supportive Foundations

Some other important outside aspect for women staying in leadership positions grow to be a helpful foundation. Aycan (2004) located, "respondents reported that their success was due also to spousal support and help from family members and/or paid workers with the childcare and household chores". Aycan (2004) continued, "Finally, they perceived that the support and encouragement they received from their families (especially mothers) during socialization was one of the key factors contributing to their success".

Yoder's (2001) noted that how useful resource will increase the administrative effectiveness of

women: "these findings combine to suggest that having resources, both material and supportive, enhances women leaders' effectiveness". Women, whilst given help, are able to awareness on their challenge and obligations. Amedy (1999) elaborated that how help is required in tough and hard situations: "...all of the superintendents referred to isolation in the time of tough decisions. It appears that all sought and used support from close family members and considerate spouses, not peers, in times of need".

The help of colleagues is likewise useful. Hertneky (2008) mentioned about helping nature as "...professional associations, networks of women leaders, formal groups, or friends who provide professional advice, peer support, information to someone new to the area, or a sympathetic ear". These facilitates provide consolation to women leaders even as dealing with demanding situations.

Further Research

From the wealthy literature of the gendered nature of leadership, it's far evident that there was a high-quality deal studies conducted approximately women's underrepresentation in leadership positions each inside the higher education tool and the agency environment. It might endorse further studies into the male control traits approximately the possible annoying conditions men may also face while adopting stereotypically female leadership responsibilities which includes selling cooperation, being receptive of others' feelings and opinions, and going for walks towards a consensus for the coolest of the institution (Gartzia & van Knippenberg, 2016). How guys perceived via their peers while their argentic control style is mixed with a communal, women mixture? Can also want to biases and the damaging effect that stereotyped masculinities play in their leadership effectiveness and variety?

2. CONCLUSION

It can be argued that maximum research usually means fewer women in key positions.

However, the women did a remarkable job of overcoming the problem. In addition, those who participated in these studies were more likely to have stability, sociability, crowds seeking access to wills, family support, husband support, notable relationships with subgroups and friends, cooperation, control, and in some cases, they cite several factors of promotion. These women were able to find a balance between work and their own family life, but also did incredible chores like housework and institutions. This explains the boom in women in college and suggests that strategies for acquiring the talents and skills needed by women should be pursued generally rather than sequentially. The thinking going forward is that the lack of better educated women to manipulate and manage positions indicates the existence of a patriarchal way of life and an environment unfriendly to women in academia. Universities need to make the workplace more conducive and great for women to attract more women into the educational leadership process. Also relevant to them in terms of preferences and controls, and top management commitment to bridging the gap may be paramount. It helps to preload your lower back.

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