FACTORS AFFECTING WOMEN LEADERSHIP IN ACADEMIA

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Abstract - The qualities that are required to lead in the 21st century in women are their ability to connect, collaborate, empathize, and communicate better. Women's leadership style with emphases on encouragement and motivation of students is more than important in today's world, especially in academia. It has been empirically proven that women leadership in institutions reflects better decisions that deliver better results through hardworking, improving Nation's Education, Fair Supervision, Building relationship between employees, and work fast for the welfare of organization. Literature review has been conducted and data collection involves online survey questionnaire available at GSS (General Social Survey 2014), (http://gss.norc.org) and ZOTERO was used for referencing.Afterwards, SPSS had been used and Correlation, Regression has been run to find out the impact.The study will also cover all relevant aspects which are likely to play their roles in enriching and strengthening the Quality Culture. Correlation gives the significant result under the parameters of Hard work, Improving Nation's Education, Fair Supervision, Building relationship between employees, and Leadership. The research is conducted under limited time with limited number of articles for literature review. Due to summer holidays data collection could not be done from academic institutions. So, GSS data has been used instead.

Index Terms - Women Leadership, Academics, Quality Culture

I. INTRODUCTION

In a typical market oriented, eastern, thickly populated, male dominant, cash starved society, which is led by men at key positions; it seems next to impossible that we expect some change alone by female leaders. Yet, in the same country which is facing menace of extremism across the board and is unable to reap the gains of above facts, island of excellence are conspicuously visible under women leadership.

In this context, the study intended to gauge leadership effectiveness& strength of its style and its impact on certain parameters on academic institutions, which are being, led by female on key positions. Research; also explore key leadership elements that positively affected Leadership title. This research was primarily being undertaken to highlight the capabilities and contribution of Pakistani women towards the development of knowledge based organization.

II. LITERATURE REVIEW

A study about problems faced by women head teachers indicated, sex discrimination, stereotyping and old boy's networks in the schools are main issues faced by women in educational institutes. Also, male domination in educational leadership suppresses women aspirations at various levels of school management. There is the need for more feminist educational researches to address issues about female underrepresentation in schools and gender discrimination that they experience at these places (Mohammed, n.d.).

Another research found that most challenges faced by women leaders in schools include: physical, organizational, medium levels, personal and social challenges (Mohammed, n.d.). A study about African –American women leaders indicated that lack of confidence and job satisfaction are barriers which occur in the way of women to become effective leaders (Bloom, 2003). However, (Al-Jaradat, 2014) concluded in his research that women always had leading roles in academia and its follow-up tasks and there was no big difference between leadership method of men or women that show women had leadership roles in academic field same as men (Al-Jaradat, 2014).

While distinguishing between men and women leadership style,(Al-Jaradat, 2014) explained that the qualities which help women in leading are their ability to interact and cooperate with others, mainly socializing is the key leadership element helping women to lead as compared to men (Al-Jaradat, 2014). Conversely, (Al-Jaradat, 2014) provided strong arguments in the annual general conference on the administration that there are no differences between men and women leadership effectiveness in educational institutions (Al-Jaradat, 2014).

(Coughlin et al., 2005) found in her research that there are some natural talents which women express more regularly than men which also indicate natural leadership talents of women. These natural qualities in women are web thinking; mental flexibility enable them to generate new ideas, verbal articulation help them to find right words more rapidly, executive social skills, networking, collaboration, and empathy. But men possess other significant qualities which make them capable of leading a high-tech society, that's why women and men need each other to govern a whole system. Women bring a different way of thinking, so men and women can benefit from each other qualities which will also make any business successful(Coughlin et al., 2005)

(Mohammed, n.d.) has mentioned in her paper that there are little differences between men and women leadership styles. Women leaders are more democratic, participative and use transformational style whereas male leaders illustrate more control and command leadership style (Mohammed, n.d.).
(Mohammed, n.d.)concluded in her study that women are more compassionate and benevolent on social values that promote societal welfare which also affect their work leadership roles. Women are more responsive towards family, public and employees welfare interest as compared to male members. In the same way, women support ethical businesses practices and corporate social responsibility more as compared to males (Mohammed, n.d.).

III. METHODOLOGY

The study used four independent variables to assess their effect on women leadership style in academia. The variables are hard work-lazy, improving nation's education system, supervisor effective work problems and relationship between management and employee. The variables and structured survey questionnaire data has been obtained from GSS (General Social Survey) for the year 2014. After data collection, correlation and regression analysis has been applied to assess the relationship of four independent variables with the dependent variable which is women leadership style in academia.

Descriptive Statistics (Table-I)

	Mean	Std. Deviation	N
HARD WORKING – LAZY	3.53	1.104	1646
IMPROVING NATIONS EDUCATION SYSTEM	1.34	.588	1246
SUPERVISOR IS FAIR	1.51	.730	1213
RELATIONS BW MANAGEMENT AND EMPLOYEES	2.05	.947	1226
JOB REQUIRES R TO WORK FAST	2.08	.766	1240

Correlations (Table-II)

Correlations

		HARD WORKING – LAZY	IMPROVING NATIONS EDUCATION SYSTEM	SUPERVISOR IS FAIR	RELATIONS BW MANAGEMENT AND EMPLOYEES	JOB REQUIRES R TO WORK FAST
HARD WORKING – LAZY	Pearson Correlation	1	.015	.020	.040	.060
	Sig. (2-tailed)		.671	.564	.256	.084
	N	1646	795	803	813	825
IMPROVING NATIONS EDUCATION SYSTEM	Pearson Correlation	.015	1	-.002	-.121**	.055
	Sig. (2-tailed)	.671		.954	.001	.132
	N	795	1246	741	747	755
SUPERVISOR IS FAIR	Pearson Correlation	.020	-.002	1	.501**	-.049
	Sig. (2-tailed)	.564	.954		.000	.087
	N	803	741	1213	1206	1209
RELATIONS BW MANAGEMENT AND EMPLOYEES	Pearson Correlation	.040	-.121**	.501**	1	-.095**
	Sig. (2-tailed)	.256	.001	.000		.001
	N	813	747	1206	1226	1222
JOB REQUIRES R TO WORK FAST	Pearson Correlation	.060	.055	-.049	-.095**	1
	Sig. (2-tailed)	.084	.132	.087	.001	
	N	825	755	1209	1222	1240

**. Correlation is significant at the 0.01 level (2-tailed).

Non Parametric Correlation (Table-III)

Correlations							
Spearman's rho	HARD WORKING – LAZY	Correlation Coefficient	1.000	.017	.020	.036	.063
		Sig. (2-tailed)		.634	.580	.302	.070
		N	1646	795	803	813	825
	IMPROVING NATIONS EDUCATION SYSTEM	Correlation Coefficient	.017	1.000	-.027	-.097**	.048
		Sig. (2-tailed)	.634		.461	.008	.190
		N	795	1246	741	747	755
	SUPERVISOR IS FAIR	Correlation Coefficient	.020	-.027	1.000	.480**	-.059*
		Sig. (2-tailed)	.580	.461		.000	.040
		N	803	741	1213	1206	1209
	RELATIONS BW MANAGEMENT AND EMPLOYEES	Correlation Coefficient	.036	-.097**	.480**	1.000	-.099**
		Sig. (2-tailed)	.302	.008	.000		.001
		N	813	747	1206	1226	1222
	JOB REQUIRES R TO WORK FAST	Correlation Coefficient	.063	.048	-.059*	-.099**	1.000
		Sig. (2-tailed)	.070	.190	.040	.001	
		N	825	755	1209	1222	1240
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

(Table-IV)

Model	Variables Entered	Variables Removed	Method
1	HARD WORKING - LAZY[b]	.	Enter

a. Dependent Variable: RELATIONS BW MANAGEMENT AND EMPLOYEES
b. All requested variables entered.

Model Summary (Table-V)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.040[a]	.002	.000	.942

a. Predictors: (Constant), HARD WORKING – LAZY

ANOVAa(Table-VI)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.148	1	1.148	1.294	.256[b]
	Residual	719.784	811	.888		
	Total	720.932	812			

a. Dependent Variable: RELATIONS BW MANAGEMENT AND EMPLOYEES
b. Predictors: (Constant), HARD WORKING – LAZY

Coefficientsa(Table-VII)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.921	.119		16.164	.000
	HARD WORKING - LAZY	.037	.032	.040	1.137	.256

a. Dependent Variable: RELATIONS BW MANAGEMENT AND EMPLOYEES

CONCLUSION

The correlation and regression analysis has been run on SPSS software (version 20) to analyze the relationship between dependent and independent variables. The results conclude that the four independent variables have significant relationship Correlation is significant at the 0.01 level (2-tailed) Correlation is significant at the 0.01 level (2-tailed) Correlation is significant at the 0.05 level (2-tailed). with women leadership style in academia. This shows that the women leadership style is affected by four factors which are; (a).hard work-lazy, (b).Improving nation's education system, (c).supervisor effective work problems and (d).relationship between management and employee.

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