

A Study on Demographic Profile of Women Leaders in Different Zones of Gujarat State in Higher Educational Sector

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ABSTRACT: A woman is who can be a leader, a teacher, a mother, or a well-wisher. A woman can do anything if she decides to do. Women are doing excellent in many areas like and achieving their goals in competitive world. They are not in any boundaries but crossing the boundaries and reaching on top. The chief aim of the research paper is to find out the demographic profile of women leader at different zone in higher educational sector. Women's are achieving their goals in many fields like aerospace, doctors, teaching, kitchen, police, politics and many more. Women leaders are at every place and at everywhere. Women leaders are in different place, zone, city, village everywhere in Gujarat zone. As a result, the maximum qualification of women leaders is doctorate degree. We can also say that the maximum number of women leaders are from west zone of Gujarat state.

KEYWORDS: Educational, Management, Society, Women Leader, Work.

I. INTRODUCTION

Every company requires a leadership, regardless of its scope and activities. A "muddle of men and machines" is what a leaderless organization is; a country without leadership is anarchy; and a neighborhood without direction is a violent and hazardous environment to live [1]. A leader is someone who inspires and motivates a collection of individuals to work together to achieve a common goal. The characteristic of management is the power to influence people around completing objectives and towards progress. "Leader is the power of a supervisor to impact the behaviour of a subordinate or grouping and convince them to choose a certain path of activity," says Cheshire Benjamin[2].

Women in Indian society used to be relegated to the roles of kitchen keepers and housekeepers[3]. Women gradually became more educated, even highly educated, to the point that some of them entered to brush elbows with guys in the cultural and economic spheres. The Indian liberation war ushered in a new era for femininity in the country. Women have held important positions in contemporary India, "Let the ladies reach the ceiling of the sky," said the President, Prime Minister, President of the Rajya Parliament, and other". Women experienced various social problems in those days, including as dowry, Childhood weddings, maternal mortality, Sati, and related societal problem,

however the position of females in India has changed dramatically through the millennia[4].

Women leaders are always supportive and motivating others for achieving their goal. According to Pedersen and Connerley learning is to Training to lead effectively is similar to training to perform an item [5]. In a competing environment, leadership in a cultural or demography setting is similar to playing many guitars. Various behaviours are needed of a leader in various settings. They also suggest that leader must have awareness of situation and decision making art to handle the critical situation for followers. Russell, Rush, and Herd (1988) point out the differences in leadership behavior between man and female managers. They anticipated in their research that a successful female manager will be considered to show more care than a successful man manager. According to the data, paternalistic societies opposed women's leadership in schools because leadership was still viewed in masculine terms. Women are still thought to be lacking in leadership abilities[6]. The research argued that embracing leadership diversity, particularly gender inclusion, was vital in educational institutions if a country sought to achieve its developmental vision and goals. When effective female managers collaborate with men and women students, instructors, and staff, they achieve more success, the literature appears to argue that more The diversity of ideas and perspectives, instead than those presented by gender-homogeneous leadership, would contribute to beneficial advancements and change [7]. For example, because women have distinct experiences, such as those related to parenthood, Female academics leadership are less likely than their men counterparts to raise diverse questions. counterparts and to perceive alternative An all leadership team would have fewer perspectives and solutions to problems. Women leaders might also serve as significant role models for newer groups of females who want to follow in their shoes [8]. Some example of most power full women leader are given below:

A. Sushma Swaraj

Sushma Swaraj, whose had held numerous portfolios over her lengthy career in Indian politics, was the Union Minister of External Affairs of India, in the first Narendra Modi administration. She became a popular and respected politician after she saved several Indians stranded in other

nations. Swaraj also becoming one of the prominent faces of the Modi administration[9].

B. Mamata Banerjee

West Bengal Chief Minister Mamata Banerjee became the first female CM of the state, after dethroning a 34-year regime. She formed her party Trinamool Congress back in 1997 and becoming one of the leading participants in Indian democracy.

C. Sonia Gandhi

Sonia Gandhi is the current temporary leader of the Indian National Party, which is the most prominent opposition party in the nation. Sonia Gandhi has been the longest-serving leader of the Congress party and has a huge effect on the inhabitants of India.

D. Jayalalitha

Jayalalitha is one of the most recognized Indian politicians of all time. After becoming a popular actress, Jayalalitha started her political career and went on to becoming the among 1991 and 2016, he was the Chief Governor of Tamil Nadu for more than 14 years[10].

C. Quality of women leaders

a. Task-Focused

females in positions of leadership are often focused on achieving deadlines and accomplishing tasks that have been assigned to them. From an operational viewpoint, completing day-to-day tasks is critical for the company's smooth functioning.

b. Prefer to Work in a Collegial Setting

Women desire to be in positions of leadership and to create flat organizational structures that enable everyone to work freely in a collaborative setting. Owing of the flat

organisational architecture, the skills and insight of seasoned employees and management are neglected. Women managers are often skeptical of a company's hierarchical structure.

c. Encourage collaboration and cooperation

Collaboration is a characteristic of women. Females who are in charge of a team frequently urge their colleagues to collaborate and work collectively. All group participants has to be explicit about their roles and obligations in this situation; alternatively, duplication effort will result.

d. Communication Methodology

Females are greater likely than males to lead in a participatory and democratic manner. They seem to hate male bosses that have a "leadership and control" mentality. Women frequently give themselves more room in reaching a goal by explaining their expectation of a work in an indirect manner. It may help team members use their abilities and expertise to complete the work on occasion, but it can also be a drawback if the activity requires a leadership to interact with the members, as seen in Figure 1.

e. Self-Branding

Like their men counterparts, female leaders tend to seem meek or quiet about their own accomplishments. They are seldom effective in their marketing efforts. Females executives, on the contrary side, must learn to market oneself by expressing their achievements and skills with others.

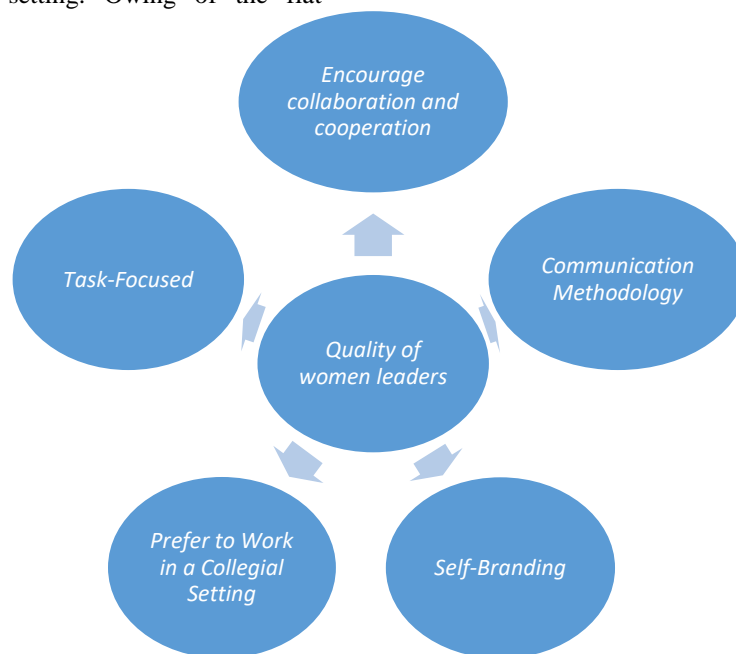


Figure 1: Diagrammatic Representation of the Quality of women leaders

II. LITERATURE REVIEW

E. E. Okafor and M. E. Akokuwebe [11] stated that women are an important part of every society's

development agenda. Scholars have been paying close attention to the concerns of women's marginalization and poor involvement in political leadership and decision-making across the world. Despite the fact that women and

men have distinct biological and physiological makeups, they may have similar characteristics with males in terms of educational credentials, socioeconomic standing, and employment. Despite this, they are marginalized in almost every aspect of public life. Obnoxious societal norms, socioeconomic poverty and isolation disparity constrain the participation and voice of women in public life in many African nations, including Nigeria. Women made up 49 percent of the overall population in 2006, according to the Nigerian population census, yet there is a significant gender disparity between men and women, particularly in political representation, economic management, and leadership. As a result, this study critically investigates some of the causes that have resulted in such large political and socioeconomic disparities. The study contends that numerous economic, political, social, and institutional practices in Nigeria serve as barriers to effective involvement of women in politics, governance, and decision-making, using both historical and descriptive methodologies and driven by patriarchy and liberal feminist ideas. The administration and various players, according to the text, should participate in programs and initiatives that strengthen females politically, socially, and financially so that they may participate more fully in all aspects of Nigerian society. C. C. Martinec et al. [12] Mentioned that as people face a variety of challenges in their professional, personal, commercial, political, and religious lives, leadership needs are continually expanding. The urgent requirements of society necessitate quick leadership development. In such conditions, women have risen to the fore and taken on a variety of leadership roles that answer society's needs. Women now handle complicated and diverse positions in order to accomplish their obligations and play a key part in the growth of any firm. Today, however, women have shed their traditional clothing and are making critical decisions in leading organizations to effect change. According to Isabel Myers-Briggs (1985), leadership style differs from person to person based on their chosen areas, qualities, and preferences. Women are great leaders because of their ability to influence others. Women's leadership, on the other hand, faces a number of problems, which are discussed in the following sections, followed by leadership training efforts that may be used to overcome the barriers that limit women's leadership growth. This study explains why, after years of development, women still make up a small share of the American workforce.

L. Howe-Walsh and S. Turnbull [13] mentioned that there is rising concern in the United Kingdom (UK) over the absence of women in high positions in science and technology (ST). Previous study has helped us better understand the difficulties women in academic's experience in advancing their careers. In contrast, nothing is known about why there are so few women in positions of leadership in ST. This article summarizes findings from a study that looked into women's perspectives on perceived impediments to leadership in ST faculties at UK universities. The writers use in-depth interviews to examine personal narratives in order to identify perceived hurdles to progression in the workplace. The findings discuss how ST faculties are gendered and how women struggle to manage their jobs. The study shows the impact of organizational factors such temporary employment arrangements, male-dominated networks, intimidation, and harassment, as well as individual factors like lack of confidence. C. C. Lepkowski [14] in his opinion to a According the law, the government and different actors would engage in initiatives and efforts that promote women socially, culturally, and economically.

Research questions

- To study the demographic outline of women leaders in the different zones of Gujarat state those are working in the Higher Education?
- To study the demographic profile of followers in the different zones of Gujarat state those are working in the Higher Education?

III. METHODOLOGY

A. Research design

Explanatory research design was followed for the contemporary study. The target population for the study constituted the women leaders in higher educational sector. The total population for the study constituted 435 women leaders was selected for the purpose of primary data collection. Bass and Avolio created the Multifactor Management Questionnaire (MLQ) to assess management styles. Additional information were gathered from a variety of books, journals, articles and electronic publications

B. Data collection

Table 1 show the age group of women leaders participate in this research

Table 1: Illustrating the age group of women leaders

Age of Women Leader					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 30 years	27	6.2	6.2	6.2
	31 - 40 years	230	52.9	52.9	59.1
	41 - 50 years	43	9.9	9.9	69.0
	51 - 60 years	57	13.1	13.1	82.1
	above 60 years	78	17.9	17.9	100.0
	Total	435	100.0	100.0	

C. Data analysis

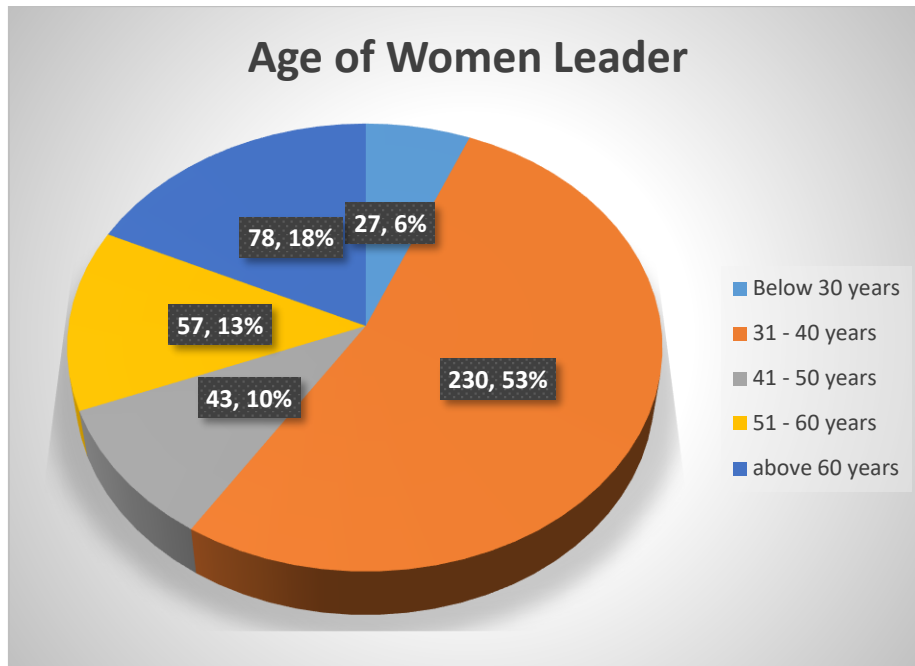


Figure 2: Diagrammatic Representation of the age group of women leaders.

From the Table 1 and Figure 2 of Age of Women Leader, it can be seen that the majority of the age group for the women leader is falling under the category of 31-40 years of age i.e. 230 (52.9%) followed by the age group of above 60 years i.e. 78 (17.9%), the women leader who are falling in the age group of 51-60 years are 57 (13.1%), the age group of 41-50 years are 43 (9.9%) and the age group of below 30 years are 27 (6.2%).

D. Sample and Instrument

In this research samples are taken from different location of Gujarat in higher education sector and Multifactor Leadership Questionnaire (MLQ) is used to measuring leadership styles.

A research paper is designed to know about the demographic profile of women leaders in higher educational sector. Total 435 women leaders were selected for the purpose of finding the demographic profile of women leaders in different zones of Gujarat State. Following are the results of the research where to identify the Socio Demographic profile of Women Leader in Higher Education in different zones of Gujarat State, basically the frequency distribution has been applied as a part of initial phase. So by considering the representation of this study findings, numerous descriptive along with percentage have been demonstrated as a part of calculating the performance of the study as shown in Table 2 and Figure 3.

IV. RESULT AND DISCUSSION

Table 2: Illustrating the qualification of women leader.

Qualification of Women Leader					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Post-Graduation	86	19.8	19.8	19.8
	PhD	311	71.5	71.5	91.3
	Professional courses	27	6.2	6.2	97.5
	Others	11	2.5	2.5	100.0
	Total	435	100.0	100.0	

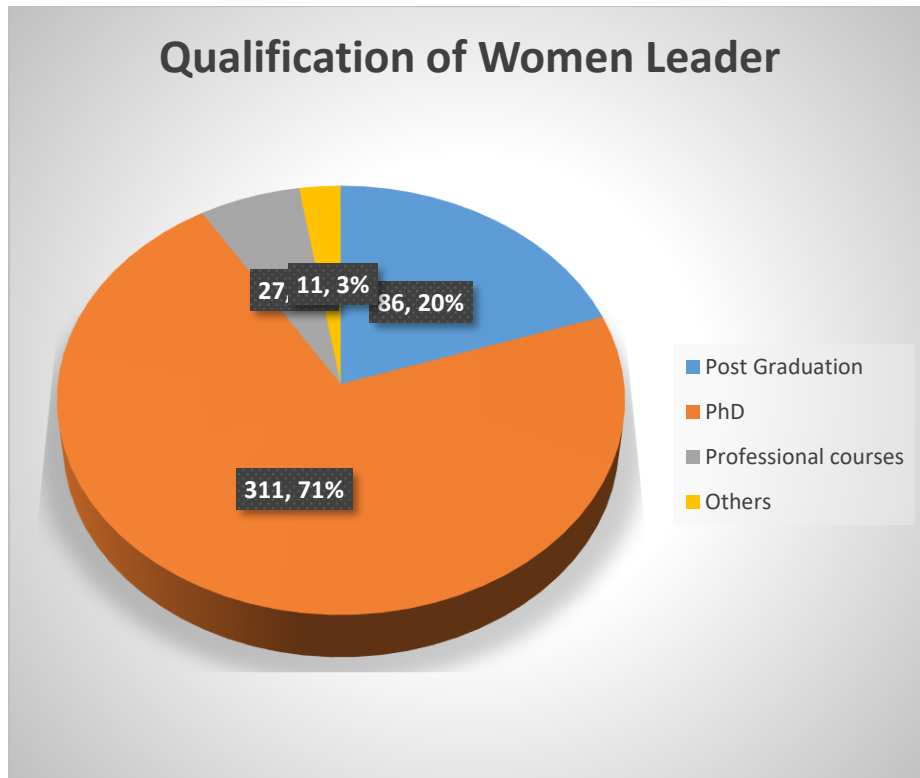


Figure 3: Diagrammatic Representation of the qualification of women leaders.

From the above table 2 and Figure 3 of Qualification of Women Leader it can be seen that, majority of the women leader are having the bare minimum qualification under this study is Ph.D. i.e. 311 (71.5%) followed by the Post-Graduation i.e. 86 (19.8%) out of which it can be sum up that the maximum women leader qualification is up to the mark as per the requirement of the UGC to have the doctorate and if not doctorate then Post graduation. 27

(6.2%) of the women leader are having their any professional degree like chartered accountant or any other related discipline in which they are performing their teaching function and only 11 (2.5%) of them are holding other degree apart from the mentioned three qualifications by the women leader.

Table 3: Illustrating the residential zone of women leader.

Residential Zone of Women Leader					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	North Gujarat	58	13.3	13.3	13.3
	South Gujarat	55	12.6	12.6	26.0
	East Gujarat	53	12.2	12.2	38.2
	West Gujarat	208	47.8	47.8	86.0
	Central Gujarat	61	14.0	14.0	100.0
	Total	435	100.0	100.0	

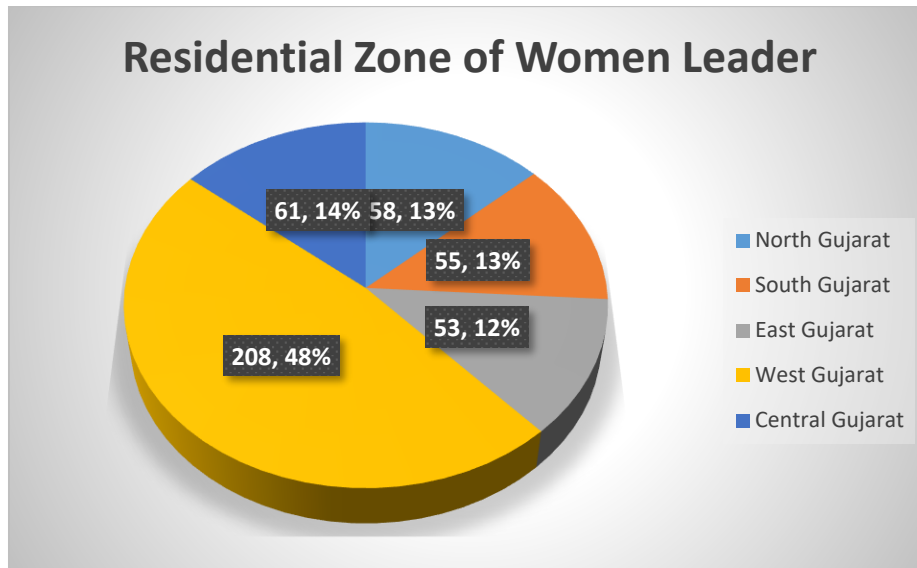


Figure 4: Diagrammatic Representation of the residential zone of women leader.

From the above table 3 and figure 4 of Residential Zone of Women Leader it can be seen that, majority of the women leader covered under this study is from the West Gujarat i.e. 208 (47.8%) followed by the Central Gujarat i.e. 61 (14.0%). The Women leader who is cover under the North Gujarat is 58 (13.3%) and women leader from the East Gujarat is 53 (12.2%) which is the least out of the all zones. The majority of the leaders are belonging to the West Gujarat.

A. Age of Women Leader

Out of the total respondents who have given the opinion for the women leader in the Higher Education for the Age factor, from the 435 of the total respondents, maximum number of women leaders are falling under the age group of 31-40 years followed by the above 60 years of age.

B. Qualification of Women Leader

Out of the total respondents who have given the opinion for the women leader in the Higher Education for the Qualification of them, from the 435 of the total respondents, maximum number of women leaders are in this survey are having PhD as their highest qualification followed by the Post-Graduation which is the bare minimum criteria to become the Assistant Professor issued by the UGC.

C. Residential Zones of Women Leader

Out of the total respondents who have given the opinion for the women leader for the Residential Zones of them, from the 435 of the total respondents, maximum number of subordinates who have given the opinion of them in this survey are having West Gujarat is the highest one followed by the Central Gujarat.

V. CONCLUSION

The ratio of women leaders is increasing now a day. As we can see from the ratio that the qualification of women leaders is also increasing. The maximum qualification of women leaders is doctorate degree. We can also say that the maximum number of women leaders are from west

zone of Gujarat state. In this competitive world women are taking place and achieving their goals. Women are realizing their ambitions, dreams and regardless of their age, they are succeeding.

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