

A study on relationship of gender and features of leadership style and effectiveness in higher education institutions

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Abstract

In today's dynamic business world, effective leadership is crucial. Although research in this area is expanding, there is still a lack of information regarding the relationships between gender and leadership style characteristics and effectiveness. In addition to examining the correlations between gender, leadership style, and effectiveness, this work examines the characteristics of different leadership styles. Four hundred faculties of higher education institutions provided information on the leadership characteristics and effectiveness of both men and women. During the study, seven characteristics of leadership styles were identified: goal-oriented, balanced, commanding, encouraging, team spirit, systematic

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thinking, and empowerment. One sample T-test was applied to the data for analysis. The results revealed a distinction between the leadership styles and effectiveness of men and women. Common leadership characteristics identified in women were balance, systematic thinking, encouragement, and goal-oriented, whereas men's leadership characteristics included commanding empowerment and team spirit. This research article will be useful for academics, HRD professionals, and researchers.

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Keywords: *Effective leadership, Emotional intelligence, Leadership style, Women's leadership, Performance.*

1. Introduction

The first societies believed their strength came from Gods or legends [Katuna, 2014]. After that, kings of some dynasties gained power and authority, assuming divine authority [Renee et. al., 2012]. The term "Leadership" emerged with democracy, where people directly elect their leaders [Cosimini, 2011]. Jean-Jacques Rousseau (1762) believed that authority derives from the people, who trade some freedom for security [Renee et. al., 2012]. Thomas Carlyle presented the Great Man idea in 1840. This hypothesis stated that some people are born with features that make them powerful and influential [Katuna, 2014].

After the 1940s, researchers began to suggest that traits alone were insufficient to explain effective leadership, leading to behavioral theories recognizing concern for people and more feminine behavior as effective leadership qualities and introducing the first concept of women as leaders into the literature. Situational theories also rose in prominence. These theories commonly referred to as Contingency theories examined leadership attributes and situational conditions and offered three leadership styles: authoritarian, democratic, and laissez-faire [Thurmond, 2009].

Burns (1978) proposed transformational and transactional leadership. His studies related transactional leadership to masculinity, rivalry, hierarchical authority, strong control, and analytic problem-solving. Transformational leadership favored feminine attributes including cooperation, collaboration, less control, intuitive and rational problem-solving. Thus, commercial and institutional cultures shaped leadership.

1.1 Features of Leadership Styles

Leadership style: It's how you lead, plan, and motivate individuals. It includes transactional and transformative [Debebe, 2009].

Transformational leadership: It's connected with feminine leadership. Ross et. al. (1997) describe it as creative, daring, empathetic, self-confident, nurturing, and value-driven. It emphasizes leadership in conceptualizing and implementing institutional performance transformation [Crystal, 2016].

Transactional leadership typically viewed as a male leadership approach. It emphasizes the benefits of a "contract" in which the leader compensates followers for their devotion. [Bolden et. al., 2003].

Leadership effectiveness is affected by leader attributes, group member traits, and other aspects. Leadership effectiveness depends on the leader's intelligence, task-related skills, and followers' motivation. [Bolden et. al., 2003].

2. Literature Review

According to Carless (1998), most people see men as self-reliant, logical, and aggressive and women as compassionate, helpful, and warm. Female executives struggle to overcome the preconceptions to reach leadership roles.

According to Bennis (1999), leadership is defined by the followers' expectations of those who have been assigned or assumed the role of leader. Followers wanted "meaning and direction, trust in and from the leader, a sense of hope and optimism, and results."

Billing and Alvesson (2000) noted, " A "limited" gender language discourages thorough consideration about society's ideals and ideas, which are supported by many men and women, especially those in executive positions."

Butler (2004) advises considering the following two comments regarding a woman leader's activities when judging her leadership: 1) "In a crisis, she effectively made a decision that would impact the future of the institution." 2) In adverse situation, "Her motherly instincts kicked in, and she made an effective decision during a crisis."

According to George & Jones (2005), "Leadership is the influential power one uses to mobilize and encourage others within a group or business to fulfill the organization's purpose."

As per Kornik (2006), Leadership is the process of empowering employees inside an organization. By this, the leader helped them recognize their capacity to perform organizational tasks.

Billing et.al (2011) Women must undergo training to qualify for leadership positions. By promoting this culture, the institution encourages diversity in academic administration.

According to Nica (2013) Innovation will increase if women are encouraged to undertake leadership roles.

3. Objectives of the study

- a. To identify characteristics of leadership styles.
- b. To evaluate the relationship between gender and the characteristics and effectiveness of leadership styles.

4. Hypothesis of the study

H₀₁ There is no significant features of leadership style.

H₀₂ There is no correlation between gender and the characteristics or efficacy of leadership styles.

5. Research Methodology

Based on literature review, a concept based relationship has been drawn for understanding multiple features of Leadership Style & Effectiveness suggested by Unal et.al, 2016 (Table 1).

Table 1
Features of Leadership Style & Effectiveness

S. No.	Features	Description of Features
1	Target Oriented	It describes a goal-oriented person
2	Balanced	It describes someone who treats all elements of personal and professional life equally.
3	Commanding	It symbolizes a powerful or significant trait that commands respect.
4	Encouraging	A person who inspires others with courage, enthusiasm, or confidence.
5	Team Spirit	It means that people on a team feel a sense of pride and commitment, which makes them want their team to win or be the best.
6	Systematic thinking	It's a holistic approach that involves analyzing how a system's various parts interact and how it works within larger systems.
7	Empowerment	It's becoming more confident in your life choices and rights.

Hence, total seven features of leadership styles were identified, so the first hypothesis was rejected. It meant that, there are significant features of leadership style.

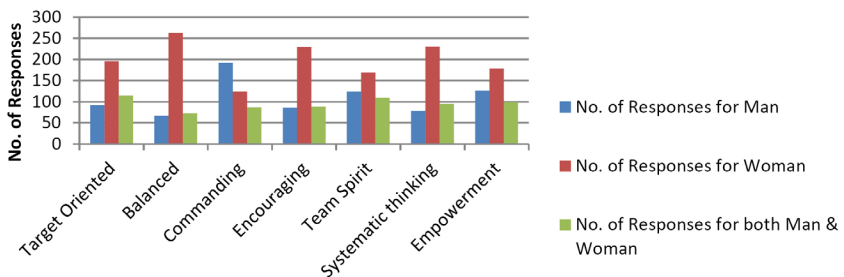
5.1 Data Analysis and Result

The response of faculties of Higher Education Institutions was collected on the features of leadership style and effectiveness for men and women both and it was analyzed.

5.1.1 Response on features of Leadership Style and Effectiveness

Table 2
Response on features of Leadership Style and Effectiveness

Leadership Features	No. of Responses for Man	No. of Responses for Woman	No. of Responses for both Man & Woman
Target Oriented	92	196	115
Balanced	67	263	73
Commanding	192	124	87
Encouraging	86	229	88
Team Spirit	124	169	110
Systematic thinking	78	230	95
Empowerment	126	178	99



Response of Faculty members on features of Leadership Style & Effectiveness

Figure 1
Response on features of Leadership Style and Effectiveness

Table 2 and Figure 1 show faculty responses on leadership style and effectiveness. The analysis found that women preferred balanced, systematic, encouraging, and goal-oriented leadership styles. Commanding, Empowerment, and Team Spirit were greater for men and Target Oriented and Team Spirit for both men and women.

5.2 Statistical Method

5.2.1 One- Sample Test (t-Test)

It is used to determine whether an unknown population mean is different from a specific value. Here in this study, it was required to know if the unknown mean of leadership style and effectiveness for faculties is different from a goal level of no significant relationship between gender and leadership style and effectiveness.

5.2.2 One – Sample Test (t-Test) on response of women faculties on Feature F1: ‘Target Oriented’

Table 3
One-Sample Test on Feature F1: ‘Target Oriented’

	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Leadership style Man	20.18	399	0	0.505	0.46	0.55
Leadership style Woman	37.62	399	0	0.78	0.74	0.82

Table 3 represents the result of one – sample t-Test on Leadership. The null hypothesis was rejected. The number of responses received for feature target oriented for women is greater than men. It indicates that women are more driven by purpose and focus on reaching a specific objective or accomplishing a given task more sincerely.

5.2.3 One – Sample Test (t-Test) on response of women faculties on Feature F2: ‘Balanced’.

Table 4 shows statistical significant results. The study showed a substantial association between gender and leadership effectiveness

based on “balanced” leadership. This may be because men have less home management than women.

Table 4
One-Sample Test on Feature F2: ‘Balanced’

	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Leadership style Man	14.497	399	0	0.345	0.3	0.39
Leadership style Woman	44.935	399	0	0.835	0.8	0.87

5.2.4 One – Sample Test (t-Test) on response of women faculties on Feature F3: ‘Commanding’

Table 5
One-Sample Test on Feature F3: ‘Commanding’

	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Leadership style Man	29.976	399	.000	.693	.65	.74
Leadership style Woman	20.895	399	.000	.523	.47	.57

Table 5 represents the result is statistically significant and the null hypothesis was rejected. The number of responses received for feature commanding for women is lesser in comparison to men. It indicates that men are more commanding.

5.2.5 One – Sample Test (t-Test) on response of women faculties on Fea- ture F4: ‘Encouraging’

Table 6 represents the result was statistically significant resulting in rejection of null hypothesis. The number of responses indicates that women having greater quality of inspiring others with courage & confidence in comparison to men.

Table 6
One-Sample Test on Feature F4: “Encouraging”

	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Leadership style Man	17.349	399	.000	.430	.38	.48
Leadership style Woman	38.453	399	.000	.788	.75	.83

5.2.6 One – Sample Test (t-Test) on response of women faculties on
Feature F5: ‘Team Spirit’

Table 7
One-Sample Test on Feature F5: ‘Team Spirit’

	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Leadership style Man	23.473	399	.000	.580	.53	.63
Leadership style Woman	29.976	399	.000	.693	.65	.74

The null hypothesis was rejected in Table 7. It shows that men and women differ in team spirit leadership style. The survey found that men and women perceive team spirit differently.

5.2.7 One – Sample Test (t-Test) on response of women faculties on
Feature F6: ‘Systematic Thinking’

Table 8
One-Sample Test on Feature F6: ‘Systematic Thinking’

	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Leadership style Man	17.261	399	.000	.428	.38	.48
Leadership style Woman	40.911	399	.000	.808	.77	.85

Table 8 represents statistically significant results. The number of responses received for this feature indicates that women are thinking systematically to accomplish the desired goal. They are efficient enough to work with a holistic approach.

5.2.8 One – Sample Test (t-Test) on response of women faculties on Feature F7: ‘Empowerment’

Table 9
One-Sample Test on Feature F7: ‘Empowerment’

	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Leadership style Man	22.42	399	0	0.558	0.51	0.61
Leadership style Woman	29.63	399	0	0.688	0.64	0.73

Table 9 shows statistically significant results. Men’s feature empowerment replies outnumber women’s. Men are stronger and more confident to lead, especially in life and rights control.

6. Conclusion

The findings of a study on the leadership styles and effectiveness of men and women in an academic institution were examined in this study. The result represents that there was a significant relationship between Gender and Leadership Effectiveness. Results show that men and women lead differently and effectively. Women were balanced, systematic, encouraging, and goal-oriented, whereas men were commanding, powerful, and collaborated.

In this study, few respondents had managerial experience like principal, dean, or director. Since few administrative faculty answered, it was assumed that gender strongly influenced leadership performance. It will be necessary to conduct additional research focused on responses from professors holding administrative positions to identify the exact relationship between gender and leadership performance.

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