



"Exploring Dynamic Challenges of Integrating Women in Leadership Position at Educational Institutions."

VIDYASHREE.M¹, MBA Student, Department of MBA, Dr. Ambedkar Institute of Technology,
Affiliated to Visvesvaraya Technological University, Bengaluru.

Dr. LEELA.M. H², Assistant Professor, Department of MBA, Dr. Ambedkar Institute of Technology,
Affiliated to Visvesvaraya Technological University, Bengaluru.

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ABSTRACT

The aim of the present study is to identify complex problems that arise when women are included in positions of leadership in educational institutions. Women are still underrepresented in senior leadership positions throughout the world's education industry, despite significant progress in gender equality. The effects of this underrepresentation extend far beyond the advancement of women's careers to include the growth and efficiency of educational institutions as a whole. Educational institutions play a crucial role in influencing the future by setting precedents and promoting inclusivity at a time when nations all over the world are working toward more gender equality and diversity in leadership positions. To analyze factor influence to become women leader. To determine institutional support women's to avail leadership position. The study consist of 50 Leaders could return their responses. The tool is used for the test is One-way ANOVA analysis.

Keywords: Integrating, Women, Leadership Position, Educations, Institutions, Gender equality, Diversity.

I. INTRODUCTION

In educational institutions around the world, there has been discussion and cause for concern about the presence of women in leadership roles. Despite recent progress, there are still a number of barriers that prevent women from occupying leadership positions. The current research aims to add to the corpus of information on this subject by concentrating particularly on the difficulties experienced by women in Bangalore, a thriving academic metropolis in India.

The examination of the challenges facing the appointment of women to leadership posts in Bangalore's educational system. The purpose of this study is to shed light on the difficulty's women face

in obtaining and holding leadership roles within academic institutions.

Since they have a considerable impact on developing societies, it is essential that educational institutions reflect the varied viewpoints and perspectives of communities. Even said, a number of barriers still stand in the way of women achieving leadership positions, notwithstanding recent improvements. Recognizing and resolving these problems is essential if educational institutions are to become more inclusive and equal.

In this model, leadership is seen as a cognitive category in memory. Organized hierarchically, the theory implies that individuals are probably unaware of their biases when they evaluate a leader. The content of ILTs may help us to better understand leaders' gender and work context as possible barriers when it comes to the appreciation of different leadership attributes, (Tavares, Soral, Goldszmidt, and Araujo 2018). Men and women are implicitly expected to perform and behave in specific ways, and this may be one of the reasons why women are still facing some difficulties in rising in leadership positions, (Öztürk, Abdülkad Varoglu, and Varoglu, 2017). According to the implicit theory of gender expectations, stating how women and men should be and behave, it can result in a devaluation of their performance (Thoman and Sansone, 2016).

II. STATEMENT OF THE PROBLEM

When it comes to integrating Women into Leadership roles in Bangalore's educational institutions, there are substantial obstacles. Despite initiatives to support diversity and equality among Women, in these institutions, Women go on staying underrepresented in key Leadership roles. This underrepresentation raises questions about the restrictions placed on Women's professional advancement and their limited access to positions of decision-making. This study's purpose is primarily to



identify and examine the obstacles Women in education institutions in Bangalore experience as they pursue Leadership roles. This study aims to provide insights into the fundamental causes of the gender imbalance in Leadership posts along with the potential solutions by exploring these issues.

III. OBJECTIVES OF THE STUDY

- To analyze factor influence to become women leader.
- To determine institutional support for women's to avail leadership positions.

IV. HYPOTHESIS FOR THE STUDY

Hypothesis 1

Null hypothesis (H0):- Women Leaders Designation does not influenced by Institution Culture.

Alternative hypothesis(H1):-Women Leaders Designation does influenced by Institution Culture.

Hypothesis 2

Null hypothesis (H0):- Years of experience of Women Leader do not get identified to avail institutional support.

Alternative hypothesis (H1):- Years of experience of Women Leader do get identified to avail institutional support.

V. RESEARCH METHODOLOGY

The research is descriptive and exploratory research in nature. It is a type of research design that focuses on observing and describing the characteristics, behaviours, and relationships within a particular population, group, or phenomenon. The primary goal of descriptive research is to provide a comprehensive and accurate depiction of a situation or topic without attempting to manipulate variables or establish cause-and-effect relationships. A type of research design that focuses on investigating a relatively unfamiliar or poorly understood subject in order to gain insights, generate hypotheses, and establish a foundational understanding.

VI. SOURCES OF DATA COLLECTION

Primary Data: The research involves collecting of primary data, which will be done through usage of structured questionnaires,

Secondary Data Sources: Information from secondary sources, like scholarly publications, project reports, and articles, are being used in the study.

VII. ANALYSIS AND INTERPRETATION

1. Hypothesis

Null hypothesis(H0):-Women Leaders Designation does not influenced by Institutional Culture

Alternative hypothesis (H1):- Women Leaders Designation does influenced by Institutional Culture

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.	
Do your institution as gender discrimination	Between Groups	29.687	6	4.948	3.184	.011
	Within Groups	66.813	43	1.554		
	Total	96.500	49			
your institution creates Leadership position that is suitable to men	Between Groups	11.805	6	1.968	2.405	.043
	Within Groups	35.175	43	.818		
	Total	46.980	49			
Have your institution provide the higher position to Women for number of years	Between Groups	10.499	6	1.750	2.324	.050
	Within Groups	32.381	43	.753		
	Total	42.880	49			
	Between Groups	7.296	6	1.216	.950	.470



Do your institution organize several recreational activities	Within Groups	55.024	43	1.280		
	Total	62.320	49			
Do your institution conduct yoga day	Between Groups	2.141	6	.357	.225	.967
	Within Groups	68.279	43	1.588		
	Total	70.420	49			
Do your institution organize fest/festival	Between Groups	1.357	6	.226	.395	.878
	Within Groups	24.643	43	.573		
	Total	26.000	49			
Your institution strictly follows rules and regulations	Between Groups	5.612	6	.935	1.896	.103
	Within Groups	21.208	43	.493		
	Total	26.820	49			
Have your institution follow the discipline	Between Groups	3.778	6	.630	2.215	.060
	Within Groups	12.222	43	.284		
	Total	16.000	49			

Source: Primary data

Interpretation:

From above table output SPSS from, the study tested the difference among designation and do your institution as gender discrimination and found the p-value as 0.011 and here the Significance level is 0.05 thus, p-value is found to be $0.11 < 0.05$. your institution create Leadership position that is suitable to men it shows the p-value to be 0.043 and at the Significance level as 0.05 thus, p-value is found to be $0.043 < 0.05$. Have your institution provide the higher position to Women for number of years it shows the p-value to be 0.050 and the Significance level has a value of 0.05 thus, p-value is found to be $0.050 < 0.05$. Have your institution follow the discipline it shows the p-value to be 0.060 and the Significance level has a value of 0.05 thus, p-value is found to be $0.060 < 0.05$. Hence, it results in the alternative hypothesis is accepted and null hypothesis is rejected which clearly demonstrates a statistically significant difference between the designation towards Institution culture.

From above table output SPSS from, the study tested the difference between designation and Do your institution organize several recreational activities it shows the p-value to be 0.470 and the Significance level has a value of 0.05 thus, p-value is found to be $0.470 > 0.05$. Do your institution conduct yoga day it shows the p-value to be 0.967 and the Significance level has a value of 0.05 thus, p-value is found to be $0.967 > 0.05$. Do your institution organize fest/festival it shows the p-value to be 0.878 and the Significance level has a value of 0.05 thus, p-value is found to be $0.878 > 0.05$. Your institution strictly follow rules and regulations it shows the p-value to be 0.103 and the Significance level has a value of 0.05 thus, p-value is found to be $0.103 > 0.05$. Hence, it results in the null hypothesis is accepted and alternative hypothesis is rejected which directly shows that there is no statistically significant difference between designation towards Institution culture.



2. Hypothesis

Null hypothesis (H0):- Years of experience of Women Leader do not get identified to avail institutional support.

Alternative hypothesis (H1):- Years of experience of Women Leader do get identified to avail institutional support.

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Do your institutions provide job rotation to co-ordinate various activities	Between Groups	4.123	3	1.374	.969	.416
	Within Groups	65.257	46	1.419		
	Total	69.380	49			
Do your institution encourage your interest to participate external programme	Between Groups	4.406	3	1.469	.928	.435
	Within Groups	72.814	46	1.583		
	Total	77.220	49			
Do your institution bear program fee / expenditure to attend FDP / conference / seminar / industry / workshop	Between Groups	7.736	3	2.579	1.538	.217
	Within Groups	77.144	46	1.677		
	Total	84.880	49			
Do your institution provide special casual leave or on duty permission to attend professional event	Between Groups	6.480	3	2.160	2.509	.070
	Within Groups	39.600	46	.861		
	Total	46.080	49			
Do your institution recognize the dynamism of Women in their rules	Between Groups	4.971	3	1.657	1.621	.197
	Within Groups	47.029	46	1.022		
	Total	52.000	49			
Do your institution identify only experience or capability to promote to higher level	Between Groups	6.251	3	2.084	1.342	.272
	Within Groups	71.429	46	1.553		
	Total	77.680	49			
Do your institution conduct regular assessment to promote you to higher position	Between Groups	8.043	3	2.681	1.990	.129
	Within Groups	61.957	46	1.347		
	Total	70.000	49			

Source: Primary data

Interpretation:

From above table output SPSS from, the study tested the difference and between years and Do your institutions provide job rotation to co-ordinate various activities it shows the p-value to be 0.416 and the Significance level has a value of 0.05 here, p-value is found to be $0.416 > 0.05$. Do your institution encourage your interest to participate

external programme it shows the p-value to be 0.435 and the Significance level has a value of 0.05 here, p-value is found to be $0.435 > 0.05$. Do your institution bear program fee / expenditure to attend FDP / conference / seminar / industry / workshop it shows the p-value to be 0.217 and the Significance level has a value of 0.05 here, p-value is found to be $0.217 > 0.05$. Do your institution recognize the



dynamism of Women in their rules it shows the p-value to be 0.197 and the Significance level has a value of 0.05 here, p-value is found to be $0.197 > 0.05$. Do your institution identify only experience or capability to promote to higher level it shows the p-value to be 0.272 and the Significance level has a value of 0.05 here, p-value is found to be $0.272 > 0.05$. Do your institution conduct regular assessment to promote you to higher position it shows the p-value to be 0.129 and the Significance level has a value of 0.05 here, p-value is found to be $0.129 > 0.05$. Hence, it results in the null hypothesis is accepted and alternative hypothesis is rejected which directly shows that there is no statistically significant difference between years towards institutional support.

From above table output SPSS from, the study tested the difference between years and Do your institution provide special casual leave or on duty permission to attend professional event it shows the p-value to be 0.070 and the Significance level has a value of 0.05 here, p-value is found to be $0.070 < 0.05$. Hence, it results in the alternative hypothesis is accepted and null hypothesis is rejected which clearly demonstrates a statistically significant difference between the years towards institutional support.

VIII. CONCLUSION

In summary it identified ongoing gender prejudices, a dearth of mentorship opportunities, and an uneven work-life balance as significant obstacles. Institutional rules and cultural norms were also mentioned as contributing elements to the underrepresentation of Women whose are in Leadership positions. The implementation of diversity and inclusion initiatives, provision of mentoring and training, and revision of gender equality-promoting policies are suggested as solutions to these problems. The study highlights the requirement for coordinated efforts to get over these challenges and build a more equal Leadership environment in educational institutions. There are still difficulties. Women's advancement might be hampered by elements like gender bias, societal conventions, and a lack of support networks. To address these issues and improve gender diversity in Leadership roles within educational institutions, focused policy implementation, mentoring promotion, and awareness raising are suggested ways.

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