

WOMEN LEADERSHIP & ACADEMIC PERFORMANCE: - AN OVERVIEW AND ANALYSIS

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Abstract:

In the last two decades, women leadership has become a prominent topic, yet little study has been done so far. Due to the underrepresentation of qualified women in leadership roles, a gender gap occurs not only in academia but also in many areas of the business. Women who aspire to be in leadership positions have challenges and may give up since they are overwhelmed. The purpose of this qualitative study is to learn about teachers' and students' opinions of women leadership and how women leadership affects academic performance and academic satisfaction. Interview guides, surveys, and documentary studies are all examples of data collecting methods. Despite the fact that the performance of the schools studied varied, the findings of this study suggested that female principle leadership contributed to school improvement.

Keywords: women leadership, academic performance, academic satisfaction

Introduction:

In most nations, the gender imbalance has undoubtedly placed women at the center of political and social discourse. Women typically experience class discrimination when they strive to ascend the organizational ladder. In fact, increasing female representation in the workforce, particularly in managerial roles, has become a subject matter of intense lawmaking in several countries worldwide, with certain governments having established necessity specifically woman quota system in organizations', whereas other provide such a wide range of standards for attaining higher female participation through to the launch of gender equity initiatives. Scholars have been particularly interested in the link between increased female participation and performance in recent years. There are multiple theoretical approaches to this relationship from various disciplines of study (e.g., economics, management, organizational behavior, and social psychology), all of which present opposing reasoning. This might explain why the empirical evidence is so conflicting..

Literature Review:

Gender equality has not yet been completely acknowledged in many disciplines; as a result, different parties' perceptions of women's great potential in numerous sectors, particularly in the community, have not been maintained owing to the notion that females are driven by emotions while males are ruled by reason. (Katriana, 2014).

According to many research, females have the basic capacity to be more resilient to testing, persistent in different tests (endure hardship), creative, competent, robust, and patient than males. (Hamka, 2013).

In their capacities as school heads, females are more inclined to use democratic behavior, and they are particularly good at doing administrative responsibilities (Sergiovanni et al., 2018).

Women's emerging leaders face challenges include: 1) being expecting a child, childbirth, and nursing; 2) being designed to always take care of, amuse, and to be with men; and; 3) Domestic being; and 4) The absence of women recognition in histories are all barriers to women becoming leaders. (Tan et al., 2018).

The need for gender equality and the ability for women to accomplish anything they choose are the most essential aspects driving the emergence of feminist movement (Sugihastuti, 2015). Feminism is often described as a type of targeted battle for women's rights and interests (Geofe,2015). Feminism with a progressive mindset is motivated by women's oppression, particularly in the economic and educational domains, and advocates for equal rights for men and women in all aspects of life, including work outside the house in many public sectors. (Ollenburger , 1996). It is also argued that Marxist feminism is distinguished from other feminist ideas by the belief that capitalist system is a kind of patriarchal oppression in which women are seen as a reserve in tacky and cheap labour (Moore, 2004).

The Disparities between men and women continue to exist today. All throughout the world, males hold positions of educational leadership ,and the framework for educational management leadership is still based on male behavior in principle (De Witt et al., 2018). Female are under-represented in educational leadership, especially in emerging economies with developed economies. (Celikten et al., 2018).

Several research on female clients' leadership have been undertaken. The study's findings suggest that in female leadership, women are frequently perceived as powerless, sentimental , and non-instructive (Kristiyanti et al, 2015). Patriarchal societal institutions oppress women as well., which include physical oppression., racism, gender norms, and class discrimination, which exist alongside toxic masculinity (Ollenburgeer 1996). . The effectiveness of a teacher is determined by a variety of factors. their education, abilities, perspectives, work habits, personality, interests, Ethics, convictions, and styles of leadership (Wibowio 2014). It also stated that teachers' performance is influenced by two factors: internal factors such as the primary goals of their jobs, motivation, education level, ability to handle classes, wellness, and character, and environmental events such as the working environment, services and amenities, family, and, most importantly, the client's leadership style (Waheb et al 2013).

Research Methodology

The study's population includes all educators in the schools, regardless of their status. A six-part questionnaire was designed for the purpose of the study tools. Dependent and independent variables were employed in this investigation. With a success percentage of 96.176 percent, 340 people have been connected but only 327 people responded to the questionnaire. The responders' average age was 1.75 years (S.D.: 0.401). Sixty-nine percent of the people who took the survey were men, 25.5% were women, and 5.5% refused to reveal their sex.

Data Analysis and results

The responses collected using the survey instrument have been analysed with descriptive measures presented in Table 1. For analysing the relationship and impact of gender biased qualities on the level of satisfaction and academic performance , the present study has used a non-parametric Partial Least Squares (PLS)-Structural Equation Modelling (SEM) developed by (Fornell & Larcker, 1981; Mehta et al , 2020)

Construct validity and reliability

All latent variables are listed in Table 1 for internal consistency testing. A composite reliability of greater than 0.75, as recommended by Hair et al., 2014 was observed for all factor loadings on their respective latent variables . As recommended by Hair et al., 2014 , the average extracted variance (AVE) values are also satisfactory (>0.5) and demonstrate the convergent validity of the method.

Table 1 Construct validity and reliability.

	Cronbach's Alpha	rho_A	CR	AVE
Academic Performance	0.927	0.93	0.941	0.695
Gender Biased Qualities	0.886	0.889	0.917	0.689
Satisfaction level of Leaders	0.845	0.848	0.896	0.684

Table 2a Discriminant Validity (Fornell and Larcker Criterion)

	Academic Performance	Gender Biased Qualities	Satisfaction level of Leaders
Academic Performance	0.834		
Gender Biased Qualities	0.537	0.83	
Satisfaction level of Leaders	0.619	0.768	0.827

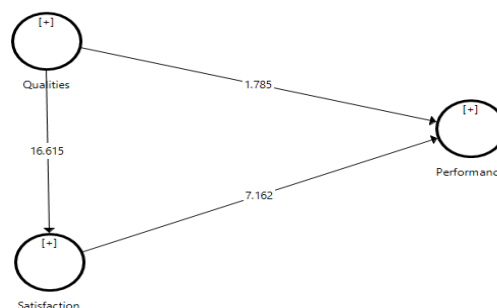
Table 2b Discriminant Validity (HTMT Criterion)

	Academic Performance	Gender Biased Qualities	Satisfaction level of Leaders
Academic Performance			
Gender Biased Qualities	0.587		
Satisfaction level of Leaders	0.694	0.885	

Table 2a presents the evidence of collinearity among the constructs using the discriminant analysis. The values of the table shows that there is no relation between the constructs. Table 2b presents the HTMT, which for the majority of the constructs is less than the threshold limit of 0.90 (Ringle & Hair, 2014).

Evaluation of Structural Model

Fig. 3 A structural model



SEM model (Fig 3) evaluates the relationship between the Gender biased Qualities and satisfaction level of the leaders (exogenous variables), and academic performance of the school (endogenous variable). Table 3a exhibits the estimate of the standardized regression coefficient (β value) from Gender biased Qualities to satisfaction level of the leaders and academic

performance has resulted in 0.392, 0.589 respectively . The p value of Gender biased Qualities to satisfaction level of the leaders and Satisfaction level of Leaders on Academic Performance is ($p < 0.05$) and confirming a significant influence of the two exogenous variables on the endogenous variables. All the other direct relationships have exhibited insignificant influence. The bootstrapping resampling technique has been carried out to test the mediating effect (Falk and Miller ,1992) of Satisfaction level of Leaders in the relationship between the Gender biased Qualities and Academic Performance which has also exhibited a significant impact .

Table 3a Summary of results of direct and indirect relations.

	T Statistics (O/STDEV)	P Values	Decision
Gender Biased Qualities -> Academic Performance	1.785	0.0750	Insig
Gender Biased Qualities -> Satisfaction level of Leaders	16.615	0.0000	Sig
Satisfaction level of Leaders -> Academic Performance	7.162	0.0000	Sig
Qualities -> Satisfaction -> Performance	7.106	0.0000	Sig

Moderation effect of Gender on the various Variables

Table 4 Summary of results of moderation

	Path Coefficients	p-Value
Qualities -> Performance	0.026	0.433
Qualities -> Satisfaction	0.199	0.008
Satisfaction -> Performance	0.017	0.53

The path coefficients of all the relationships are positive exhibiting the fact that males are more impacted as compared to their female counterparts in the evaluation the respective variables . The p value is significant in the case of the impact on male gender while evaluation of the relationship of gender biased qualities on the satisfaction levels of the leaders signifying that the level of impact is significant . In case of all other relationships the level of impact is present but is not significant.

Conclusion

The findings highlighted several contributors perspectives on female principal leadership. Some evidence also suggests that a female's primary leadership style has an impact on academic

performance. Despite the fact that the performance of the schools studied varied, the findings of this study suggested that female principle leadership contributed to school improvement.

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