

WOMEN LEADERSHIP IN HIGHER EDUCATIONAL MANAGEMENT

Mamata Mahapatra*, Sonu V Gupta**

*Associate Professor, School of Management, Auro University, Surat, Gujarat, India.

E-mail: mmahapatra86@yahoo.co.in

**Assistant Professor, S K Patel Institute of Management & Computer Studies, Gandhinagar, Gujarat, India. E-mail: sonugupta30@rediffmail.com

Abstract *The role of women worldwide is undergoing a dramatic change. Women today share the podium with men in almost all the fields, be it in the kitchen or in the armed services. Working women are no longer a rarity and are now accepted as an integral part of the working force. Indian organizations and educational institutions have also experienced a steady increase in the number of women at managerial position and this pattern is bound to continue in the future as well.*

Women in educational management are finally coming of age. The transformation of the Indian woman from an enigmatic figure covered in meters of fabric, to today's educated, successful and accomplished professional has not been without great personal sacrifices. This image is as real and alive as the arduous path she has traveled to arrive at her current destination. These are women who have broken shackles thousands of years old, who have walked a previously non traversed path, who have had the courage to make new beginnings and pay the price for the choices they have made.

With reference to the above, the authors attempt to carry out interviews of ten successful women in higher educational management in Gandhinagar, Ahmedabad and Mehsana city of Gujarat state. This paper covers in-depth interviews of the so called women leaders who have contributed immense success in the higher education management area. The paper attempts to unearth major barriers, both external and internal, imperative characteristics and suggestions on the basis of practical interviews and well supported research data from India and abroad. It also focuses on various managerial qualities required to be successful administrators in the field of higher education in particular. It also discusses several challenges to women educational managers in their path of success. Qualitative research analysis has been considered for the purpose of data analysis.

Last but not least, this study attempts to establish valuable and expensive suggestions for future women educational managers in India in comparison to the scenario abroad. The paper also analyzes the initiatives taken by government and management in this regard. The approach of this study is conceptual based on a descriptive type. Over and above all this, extensive current literary evidences will give an immense support for the present research paper.

Keywords: *Women in Higher Education, Education Institutions*

INTRODUCTION

The role of women worldwide is undergoing a dramatic change. Women today share the podium with men in almost fields, be it in kitchen or in the armed forces, academy or corporate sector, rural paddy field or space research. Working women are no longer a rarity and are now accepted as an integral part of the working force. This spiral of women's history suggests that wherever women have entered, they have carved a niche for themselves. Many women have surprised the world by taking those challenges and working against the odds. In times of crises and in times of immense

emotional stress, women have risen to the call to take charge of their families, home and destiny to give shape to it and move forward.

Women in Management

The Indian women leaders are at the threshold of confronting not only themselves and their inner feelings, historical conditioning and fears, but also the management world. Indian organizations and educational institutes also have experienced a steady increase in the number of women at

managerial position and this pattern is bound to continue in the future as well. Women in the field of management are finally coming of age. The transformation of the Indian woman from an enigmatic figure covered in meters of fabric, to today's educated, successful and accomplished professional has not been without great personal sacrifices. This image is as real and alive as the demanding path she has traveled to arrive at her current destination.

WOMEN IN EDUCATION MANAGEMENT

Since educational institutions are changing rapidly, proceeding towards commercialization, an increasing number of international educational institutions, women managers have to change the boundaries. The "Female Management style" is proving to be effective, as well as appreciated by peers and staff. In the changing world of work, values have shifted away from a hierarchal autocratic management style indicative of the growing understanding and appreciation of the values of the employees engaged. The management style of women which matches the current trend of the total rewards and compensation and which also involves the creation of performance through rewards and transformational management; it meets the employee needs for independence and development in the workplace. A female manager's style is better suited for responding to the different communication styles and values found in multicultural workforce.

WOMEN IN HIGHER EDUCATIONAL MANAGEMENT

Over the last few decades, national policies and practices have considerably improved the participation of women in higher education, ensuring that there is an ever-increasing pool of women who are able to seek employment in the higher education sector and eventually achieve positions of responsibility within higher education institutions and ministries. The women workforce in the Indian educational system constitutes more than 30% of the total teacher population, but only a few women have access to higher educational administrative positions and the remaining vast majorities are engaged in school teaching. Even if they have succeeded in achieving positions in higher educational level they are under-represented at the senior management positions. The data regarding women holding various top higher educational management positions shows that there are only 11 vice-chancellors, 1 pro-vice-chancellors, 3 registrars, 66 Deans, 13 Directors, 12 librarians among 290 universities and other higher educational research organizations throughout India, AIU Handbook 2000 data.

MAJOR FACTORS - A CONCEPTUAL FRAMEWORK

Decision Making Ability

Women are born managers. They have realized that their feminity is their power and they are keen to learn the codes of how to effectively move within the boundaries of Indian propriety. They are actively involved in their children's schools, extra-curricular activities, family health, and well being, family behaviour, norms, functions, and religious practices as well leisure, entertainment, holidays and purchase of properties. Similarly, for maintaining administrative positions in the arenas of higher education, women managers have to compete for their existence in decision making. Organizations which design career paths for their female employees face issues of promotion, appraisal, competition between men and women colleagues, stereotypes about women in leadership roles and positions and the personality traits of women leaders. Therefore it is imperative to have decision making skills among women.

Research findings (Parikh, 1990; Parikh & Shah, 1992; Parikh, 1998; Parikh & Engineer, 1999) suggested that women are capable and competent, are effective decision makers and can exercise authority. They take significant responsibilities in organization and aspire for positive positions that are appropriate to that tasks they are doing. More and more women who opt for careers make hard choices, strive for performance, achievement and finally succeed in reaching as well as maintaining responsible educational positions. The women visualize a new horizon and identify directions and make tough decisions. Eagly & Carli (2003) identified that women tend to take a more democratic approach and take the welfare of staff into account, providing a management style that can be described as transformational. Women managers tend to create change and performance through contingent rewards.

Women are under-represented in decision making positions in almost all the countries. An increasing awareness of this fact has led various interest groups to engage in research and policy-making activities. Particularly in North America, Western European and developing Asian countries, governments have arranged legal accommodations, prepared incentive Programmes and designed many organizational changes for women to be integrated into the economy at higher levels. The most notable examples are the collections of essays on women in management in a few selected countries in Asia, Europe and the Middle East (Adler & Izraeli, 1994; Davidson & Burke, in press; Cinar 2001)

Leadership Qualities

Women educational managers have proved themselves significantly in educational leadership positions. Research studies have proved that women leaders are gifted with skills that they can develop into professional strengths to become effective leaders. The ability to bring people together, encourage dialogue, build consensus and most importantly, to understand the social and emotional needs of others – all these qualities can bring about a significant change in higher education management as all these are effective qualities needed to be a leader.

Women in leadership positions encounter issues pertaining to handling power, exercising authority, providing direction and strategic initiatives, participating in policy formulation and interfacing with the external environment. Simultaneously, women encounter interfacial issues with superiors, colleagues and subordinates of both genders. Women in leadership roles are key role-holders and encounter unique dilemmas. These dilemmas faced by women are anchored in the socio-cultural context, the organizational culture, the external business environment, as well as in their own maps and definitions of role taking. Often, the issues revolve around maintaining boundaries between personal and professional roles and relationships, being efficient at the workplace and managing familiar roles effectively.

Omeltschenko & Armitage (2006) have sought to prove that women leaders are more effective than men at leading with a more humane outlook and open in their communication. They are highly capable of solving conflicts in organizations and highly encouraging of inviting others to be involved in the leadership process. Women educational leadership in the globalized world is proving to be one of the most effective interactional styles in global leadership, i.e. rational, transformational, sensitive and attentive. Coupling global leadership with the core competencies of self awareness, engagement and inquisitiveness, women are highly competent and skilled leaders for the global leadership job.

According to Studies on the leadership attributes of men and women in universities in Malaysia by the Association of Commonwealth Universities' 2000, women are more consultative and conciliatory, avoid conflict, and are more likely to be task oriented than their male colleagues. And words commonly associated with women's leadership in universities include co-operative, team oriented, collaborative, fair, and contextual, compared with those associated with men's as competitive, hierarchical, winning, rational, cold, and principled.

Coleman's (2000) survey of all female head teachers in England and Wales indicated a preference for a collaborative, people oriented style of leadership. Coleman has noted that

the results are consistent with other studies of female head teachers and principals carried out in the USA, the UK, Australia, New Zealand and Canada. Similarly, an earlier study of UK heads (Jirasinghe & Lyons, 1996), despite indicating that male and female heads both involved their staff in decision making, suggested subtle differences in leadership style due to the fact that the women were more collaborative and the men simply delegators.

Rigg & Sparrow (1994) concluded that female leaders emphasized the team approach more than men and were regarded as more people oriented than their male counterparts, while male leaders were considered more paternalistic and authoritarian than female leaders. Kousez & Posner (1990), using their version of the transformational leadership model, found that female leaders were more likely than male leaders to practice "modeling the way" (walking the talk) and "encouraging the heart"

ROLE OF MOTIVATION AND EMOTION

Woman is a reservoir of unending and infinite emotional resources, generously distributing her bounty to all those who are around her. Her strength and spirit of survival are her solitude within, her silence within and her voice within which is only for herself. She has learnt the concept of "me time". Me time means giving time to yourself to do whatever you wish to do for yourself – it means protecting a bit of your time for your own needs, leisure or development or just for a walk or nap! Women are always giving time to meet the needs of others.

Research studies show that the impediments in the path of successful women managers are many. Similarly there is a common belief that the women managers are far more emotional and can get swayed away when there are top decisions around tasks and /or human considerations. These are the unique resources and strengths of women in a highly task & achievement oriented and result focused organizations.

Women are gifted with skills that they can develop as professional strengths to become effective leaders. The ability to bring people together, to encourage dialogue, build consensus and most importantly, understanding the social and emotional needs of others – all these qualities can bring about a significant change in the organization. Findings reported in 2000 in a special Business Week and research reported by Hagberg Consulting Group on motivation and communication of educational managers. The report revealed a review of performance appraisals identified that women were rated higher than men with regard to motivating others, fostering communication, producing high quality work and listening to others. American Psychological Association also found a similar result.

The study conducted by Singh (1996) reported interesting evidence on emotions and feelings formulated during administrative work. Personality characteristics determine an individual's total personality and govern her emotional agenda.

Strike a Balance:

Our lives are a mixture of different roles. Most of us are doing the best we can to find whatever the right balance is For me, that balance is family, work and service.

-Hillary Rodham Clinton

According to Ms. Kamal Singh, Head, Governance and Social Justice India, "Women make excellent managers, as they learn early in life to balance several resources for success, like, time, ideas, finance and relationships."

Women in India are well experienced in managing one of the most complex organization imaginable, i.e. household and obviously their skills and experiences in terms of hard work and sensitivity in managing relationship in the work place

Researchers who have studied how women and men use their time show that, in most parts of the world, women spend more hours per week working than men do. However, for women, a larger proportion of time spent working is devoted to unpaid work: housework, childcare and other domestic activities that are not counted when economists trying to quantify work (United Nations, 1995)

Shifts in the mindsets of people and the society have contributed to the acceptance of working women as capable, hardworking and committed professionals and individuals. On the other hand, women commonly feel a constant pressure to perform and prove themselves at the workplace and simultaneously, a persistent feeling of guilt in coping up with the expectations of the family at home. Although several women have been successful in striking a balance between home and work, not many have managed to assume leadership positions in the corporate world, which is still considered a man's domain.

OBJECTIVES OF THE STUDY

- To scrutinize the major factors like hurdles in the path of successful educational managers, her role in decision making, women leadership qualities, motivational and emotional criteria, striking a balance between personal and professional life, ways of motivating teaching, non teaching staff and students etc.
- It endeavors to identify the factors required to become successful women leaders in higher educational management.

- To recognize the perception of successful and established women administrators for the future posting of women managers in the field of higher education.

RESEARCH METHODOLOGY

Data was obtained through in-depth interview of women educational managers of 10 leading graduate and post graduate colleges, coming under three independent state universities of the Gujarat state. The basis of the selection of educational managers was in terms of years of experience in teaching and administration as head. Respondents have normally have (10-35 years) years of teaching experience and 5-15 years of administrative experience. The transcripts of each interview are given below.

TRANSCRIPTS

Women Administrators

To be a successful educational manager, it is very difficult to make your subordinate understand your decisions, whether you are male or female, especially when they have more experience than you. Coping with the male ego is one of the major hurdles. It is very difficult to balance both personal and professional life without the support of family members. I am managing it because of full family support system behind me. All the family members understand my limitations and always encourage me to do better at professional end.

In the department all decisions taken by me with the consent of the director. Probability of acceptance of decisions made is nearly 60%. Emotionality does affect my decisions when it comes for the betterment of students.

Management can encourage women higher educational managers, by understanding the needs and obligations of family members. More such opportunities given to women will be helpful in promoting women managers. I strongly feel that, a female makes for a better manager, because she can understand the students better than males, and thus knows better ways to make students learn and motivate them for taking up challenges in life.

To become successful in life one has to have leadership skills, conviction, consideration, introspection and influence. If one is hardworking, honest and disciplined in life, then no one can stop one from climbing the ladder of success. Women power is now seen in all the walks of life. Today, they are leading men in the areas of education, entrepreneurship, and management. It can be said that the future of the world is in the hands of women.

To motivate the teaching staff, I maintain healthy relationship and try to be empathetic to everyone. They are encouraged

by giving more space to do research work. To motivate non teaching staff, felicitation and encouragement turns out to be powerful tools.

Regarding hurdles, at times the conflict between actual and social structure of mine puts me in trouble. Often, it is the spouse's attitude that affects the workplace. I often get depressed by his behaviour. Further many a times, I have idea in mind but not able to execute the same because of lack of training, experience and male egos. To balance work and life the rule followed is, "work while work and play while play" to balance my personal and professional life. Moreover I often do personal re-engineering to know "me" myself. I plan everything well in advance and act as per the schedule made by me for the day. Believe in "to be doctor of yourself and take care of yourself" makes life healthy.

I play a key role in decision making, and majority of my decisions taken are being accepted by the management. Emotionality does not affect much in decision making except the cases where it becomes the life and career of student.

According to me, females are better than males. They emphasize on relationship, sharing and are process oriented. They focus more on instrumental leadership. They are empathetic and therefore, interact more with the colleagues, students and parents. The peculiar characteristic of women is that she focuses not on "what is" but on "what ought to be" i.e., she is more interested in giving solutions rather than talking about the problems. Due to this basic nature of women, they are now being recognized in all the areas of life. I opine to establish myself as a valuable member of the core group at workplace.

To motivate the staff members, I regularly conduct meetings and take feedback to make the working environment cohesive. I personally guide them to solve their problems.

I find problem in recruiting and maintaining the staff especially in the area of literature subjects. As four colleges are interlinked, sharing staff members of other departments of the university becomes difficult due to lack of flow of communication. At times it becomes difficult to handle the family and work life.

Decisions are centralized by the management which needs to be followed by all the four departments unanimously. Thus there is no role of mine in decision making. There is no freedom. As far as financial matters are concerned management has given enough autonomy.

According to me, a female administrator is less authoritative, adjustment oriented, adaptable and understanding. It is very important to have conviction and decisiveness to become a good administrator. Moreover she should be proactive, understanding, dedicated, devoted to duties, courageous, confident and risk taker. She should always strive for excellence.

I give fair treatment and consideration to the entire staff members and made them realize how important they are for the organization.

Regarding hurdles, my responsibilities towards family members at times comes in the way of my growth path. The irony is that at work place other male HODs /administrators and male staff are jealous of successful women. For a woman administrator, her professional life comes often at the cost of her family life. Majority of staff from one community is roadblock to the path of success.

Except for the monetary decisions, most of the decisions are taken by me. Management does not intervene much in decision making. Many times emotions have interceded in decisions but often practical logic has won over the emotions after pondering over conflict.

To become successful, women should be accommodated in consideration with their marital status. There should not be differential treatment for probation and permanent staff so far as leaves and other perks (eg. Maternity leave) are concerned. There should be day care centre with transportation facility within the educational organization.

No comparison can be made between male and female higher educational administrator as each individual has their own potentialities and characteristics. Effective educational leadership depends on many aspects than just a gender difference.

To be successful women manager, one needs to have ability:

1. to balance work and family
2. to manage time and independence
3. to manage money and accounts
4. to have powerful communication skills
5. less emotional and self confident
6. to be assertive
7. *to be ethical*
8. to "walk the talk" i.e. to practice what she says

Women as it is are leaders whether at home or at work place. They are entrepreneurs in there own areas of life. In an organization today, women surpass the number of men. In the future, women have even greater scope than men. Future educational administrators should have social responsibilities towards uplifting backward women.

To motivate teaching and non teaching staff the first principle is to consider everyone as a human being. I believe in establishing a good rapport and relationship by treating everyone equal and appreciating people. This will help in building relationship which motivates the staff members.

A main hurdle in the path of successful women educational managers is the governmental bureaucracy. Parents do not

seem interested in higher education. So far as financial management is concerned, there is no lack of funds but the problem is a lack of proper time scheduling, i.e., fees come in installments. Management does take care of the staff salary and are supportive. The other difficulty I am facing is the shortage of well trained staff. Teaching staff members taken are competent in terms of qualification but not in terms of maturity.

I have full authority in taking decisions in academic matters. In terms of financial aspects, procuring equipments, and purchasing management intervention is there. Emotionality does not affect much in taking decisions. In certain areas which affect the student's career like less attendance etc., emotionality comes.

In self financed colleges, earlier, 50-60 % of the students were women. But due to hike in fees the percentage of women students has fallen down to 25. Taking this into account, in the reservation quota, out of 6 seats atleast 50% should be reserved for girls. Such step taken by institute/government will definitely improve the girl's going for higher education.

Females can be better managers if they will be barred from household responsibilities.

According to me, a successful educational manager has to maintain good interpersonal relationship with staff, students and parents. She should have an aptitude, attitude and knowledge in all the aspects. She needs to be cordial and at times assertive.

To motivate teaching staff, more freedom for research work should be given. Moreover, delegation and decentralization makes the staff happy. For non-teaching staff, recognition of work, monetary and non-monetary benefits given matters a lot. For students, a good number of guest lectures, promoting co-curricular and extra-curricular activities. Forming a grievance cell for students, facility for personal counseling for students also can make them happy.

The hurdles in the life of successful women administrators can be listed as:

1. Overlapping of Teaching and administrative work
2. When the wrong person is sent to supervise the administrator
3. Research crunch at times
4. Bossism not leadership being accepted by the organization
5. Quantity given more priority than quality

Managing the personal and professional life is difficult but I am managing by convincing my life partner about my role in organization. I often do "Pranayama" to reduce stress.

I take decisions in consultation with the higher authorities. Emotion and decision making often do not go hand in hand.

I have learnt to manage emotions while taking decisions.

To become successful one has to have:

1. Language proficiency
2. Effective communication skill
3. Respecting subordinates and getting things done by managing their emotions.
4. Less emotional and self confident
5. To be assertive
6. Networking
7. Being powerful by knowledge and not by position
8. Should create climate conducive for learning

Primary way to motivate the staff is that leader herself should be pure, honest, transparent, pleasant, knowledgeable, punctual and accountable. This will automatically motivate others. To me, monetary and other real incentives for motivation are secondary.

According to me, professional and personal life can be balanced by efficient time management. One needs to show one's competence. I emphasize on finishing official work during working hours so that sufficient time can be given to family. Staff belonging to the same community forming union is one of the difficulties coming in growth path.

I have 80% role in decision making. The management generally accepts the decision made by me. Emotionality does not affect my decision making in the work life.

Management should make conscious efforts by giving the educational manager more opportunities to lead and motivate them to take leadership roles and acknowledge their work by giving them flexible working hours.

Women are born teachers and administrators; therefore, they certainly would be excellent in the area of higher educational management. Secondly, their strong mental make up, higher level of determination and a strong feeling of commitment towards their jobs make them much better educational managers than their male counterparts.

To become successful in life, one should have:

1. 100% commitment to the professional responsibilities
2. Goal orientation
3. Will to achieve these goals
4. Complete confidence in one's abilities
5. Professionalism in fulfilling work- orientated duties
6. Maintaining closely knit organization
7. Networking

Women play a prominent role in society. They are imperative in educational and business organizations, and are becoming leading entrepreneurs in a large way. Women would be leading social activities and pioneering societal change.

To motivate the staff members, I encourage them to finish their work load within office hours.

Keeping faith with them also motivates them. I motivate students, by giving them opportunities to manage academic and cultural events. This leads to empowerment and develops their decision making skill. I myself and my staff members counsel them in their errors and mistakes.

Among the hurdles in the path of women are the societal attitude towards women and the belief that women are meant to handle only home and hearth. A woman's lack of self belief as well as a lack of support from her family and colleagues also comes in the way of successful women educational administrators. To balance one's personal and professional life one needs to manage time efficiently. This will help to accomplish the professional responsibilities on time and there by one can give adequate time to one's family members.

My role in decision making basically has been in deciding on designing the academic syllabuses and management has always accepted the decisions made by me. Emotionality has never affected my professional decisions.

Female leaders are certainly better than their male counterparts, as their emotional quotient is higher, they can manage students better. They are natural and born teachers therefore their understanding educational environment is better than their male counterpart.

A pre-requisite to become successful is to have complete confidence in yourself. Moreover, it is necessary to see the world objectively. She should have an appetite to hard work and achievement. According to me, women will certainly assume leadership roles in the areas like Academic institutions, Corporate world and National and political leadership

I motivate students by showing them what would be the impact of such performance on their future life and career. I also often share with them the stories and examples of hard work and success. To encourage staff, I perform my administrative duties with equal zeal and sense of commitment. Word of praise and felicitation also help to keep my staff provoked.

Making people accept you as a leader is not easy and at times acts as a hurdle. One needs to put a lot of effort into convincing others. To balance both the personal and professional life, I give equal importance to both. I prioritize my need and requirements and then act accordingly. Time management to me is crucial to strike the balance.

To me administration is more like a strategic activity where there is lot of importance for timing. Around 90% of my decisions are being accepted by the management. Earlier emotionality use to affect my decision making. All these

years of learning has made me look at things in a more professional manner.

To become a successful manager one should have:

1. commitment towards work
2. time management
3. people management skills
4. passion for your work
5. should be self motivated
6. should be smart and hard working too
7. understanding and respecting your work

According to me, lust for name and fame makes one a leader. Leader is a person who makes people around them grow in their life and gives them opportunity to grow and succeed in life.

I motivate the staff and students by making them realize their strengths and weaknesses. By giving them responsibility and empowering them makes them satisfied. A few words of appreciation help one to remain motivated.

Regarding hurdles, at times, the conflict between actual and social structure of mine puts me in trouble. Often, it is spouse's attitude that affects the workplace. I get depressed. Many a times, I have idea in mind but not able to execute the same because of lack of training, experience and male egos. I follow the rule, "work while work and play while play" to balance my personal and professional life. Moreover I often do personal re-engineering to know "me" myself. I plan everything well in advance and act per the schedule made by me for the day. I believe in "to be doctor of yourself and take care of yourself."

I have 80% role in decision making. The management generally accepts the decision made by me. Emotionality does not affect my decision making in the work life. Management should make conscious efforts by giving the educational manager more opportunities to lead, motivate them to take leadership roles and acknowledge their work by giving them flexible working hours.

Female leaders are certainly better than their male counterpart as their emotionally quotient is higher, they can manage students better. They are natural and born teachers therefore their understanding educational environment is better. In my opinion, female make better manager, because she can understand the students better. She knows the better ways to make students learn and motivate for taking challenges in life.

To motivate teaching and non teaching staff the first principle is to consider everyone as human being. I believe in establishing a good rapport and relationship by treating everyone equal and appreciating people. This will help in building relationship which motivates the staff members.

According to me, successful educational manager has to maintain good interpersonal relationship with staff, students and parents. She should have an aptitude, attitude and knowledge in all the aspects. She needs to be cordial and at times assertive.

To motivate teaching staff I maintain healthy relationship and empathetic to everyone. Lecturers get motivated by giving them more space to do research work. I see to it that their eligible needs and requirements get fulfilled. To motivate non teaching staff, felicitation and encouragement turns out to be powerful mode.

RESULTS AND DISCUSSION

The study focuses on a sincere effort to understand the factors responsible for the higher educational administrative function for women managers. The transcripts of the interview as presented above are analyzed qualitatively. A content analysis is done for gaining an in-depth understanding about the factors that women in higher educational managers face in the globalized education scenario.

The content analysis of the study revealed that there are individual and situational factors, organizational factors and family related factors associated with the higher educational managerial functions.

The study depicts that 60% of the women leaders accept adjusting to the “male ego” problem. These male ego problems can be considered as a major administrative hurdle faced by the women managers. Most of the women managers’ perceived stereotyping and socio-cultural rules as major barriers in such terms; apprehension (of women) about themselves, the problem of acceptance by male colleagues, Indian culture and family responsibilities.

90% of the women managers opined strongly that balancing the personal and professional life depends on the cooperation of the family members. Doran, (1993), on the other hand found that females faced obstacles due to gender discrimination in attaining administrative positions that are not faced by males’ managers.

The study reveals that the management accepts 80% of the decisions were made by women educational managers barring financial decisions. 60% of the respondents focused on the importance of “self analysis” to become better decision makers. One of the respondents strongly admitted that “I often do personal re-engineering to know “me” myself.” The Gestalt psychology point of view for decision making can be considered in this regard. Gestalt therapy developed by the psycho analyst Fritz Perls in 1940s emphasizes on improving awareness of self (inner world) environment and outer world. Gestalt therapy does this by teaching individuals how to overcome, “obsessive remembering “of the past and “anxious anticipation of future.”

90% of the leaders acknowledge that to become a successful educational leader one needs to have a commitment towards work, people management skills, a passion for your work, self motivation, understanding and respecting the work of others, maintain closely knit organization, effective communication skills, respecting subordinates and getting things done by managing their emotions, to be assertive and creating climate conducive for learning. The given results on educational leadership can be supported by studies on the leadership attributes of men and women in universities by the Association of Commonwealth Universities’ 2000 have found that women are more consultative and conciliatory, avoid conflict, and are more likely to be task oriented than their male colleagues. The words commonly associated with women’s leadership in universities include co-operative, team oriented, collaborative, fair, and contextual, compared with those associated with men’s as competitive, hierarchical, winning, rational, cold, and principled.

Moreover 90% of the respondents (even the most experienced administrators) have admitted that there is a need to have an empathetic approach towards the teaching, non teaching staff. To keep their working spirit high, they should be motivated as and when required. Further 80% of them said that to motivate students, counseling and empowerment leads to a win-win situation for both higher educational institutions and students.

Last but not least, 50% of the administrators accepted the importance of continuous research and development enhances the importance of the higher educational management system of the organization.

SUGGESTIONS FOR FUTURE HIGHER EDUCATIONAL WOMEN ADMINISTRATORS

1. Women need to manage their profile and their reputation rather more actively than many do not at present. They should see impression as a tool, exaggerating but branding their leadership qualities
2. Programmes regarding health awareness, knowledge development, legal and social education need to be made for women educational administrators
3. Women need to accept the reality that they play multiple roles in the Indian family system. And thus they should realize that the family’s conflicting demands should be tackled by using a rational approach, by persuasion, by convincing and definitely not by autocracy.
4. Proper training should be imparted by the management to develop appropriate attitudes towards women higher educational managers.

5. There is a need for flex-time in the institution for women educational managers.
6. To bring the educational, economic and cultural values of diversity by employing at every level of responsibility, people need to be drawn from all the varied communities which universities serve and influence.
7. More emphasis should be given to promote a women's higher administrative studies research centre.
8. Higher educational management needs to modernize, in participating in the networking of the institutions and increase communication, coordination for further development management education.
9. Future women leaders need to have some clarity in the roles they have to play. They need to explore and discover their own language as a manager rather than getting caught in the tide with male models of managerial goals.
10. Higher educational management culture needs to be family-friendly to boost women managers. Research studies indicate that family-friendly culture needs to handle work and family responsibilities and are understood and tolerated.
11. To increase the representation of women at senior levels of universities and to equipping those with required skills and capacities should not be persuaded separately but in an integrated fashion.
12. International research literature with regard to work related demographic found that women with higher educational attainment (Adler, 1993) and higher economic status (Adler and Izraeli, 1994; Kabasakal and Ozgur, 1995) stand a better chance of career advancement.

CONCLUSION

In conclusion, the new and constantly changing context in which our higher educational institutions survive, and in which they seek to develop successfully, not only demands new leadership and management skills but also opens up new opportunities for women managers who are already or who aspire to be educational administrators. Finally a quotation from Chinese philosopher Lao-Tzu: "A journey of a thousand miles must begin with a single step." Take it today!

REFERENCES

- Aycan, Z. (2004). Key Success Factors for Women in Management in Turkey. *Journal of Applied Psychology: An International Review*, 53(3), 453-477.
- Chebolu, R. M. (2005). *Women in Workplace*. ICFAI University Press.
- Coleman, M. (2000). The female secondary headteacher in England and Wales: leadership and management styles. *Educational Research*, 42(1), 13-27.
- Cubillo, L. & Brown, M. (2004). *Women into Educational Leadership and Management: International Differences?* Retrieved from www.google.com.
- Desai, N. (2005). A Trend Report on Research in Women's Education. Retrieved from www.google. Com.
- Eagly, A. H., & Carli, L. L. (2007). *Women and Labyrinth of Leadership*. Harvard Business, South Asia.
- Gender Distribution in Education and the Workforce (2004). Retrieved from <http://www.norwayemb.org.in/policy/gender/workforce/workforce.html>.
- Gupta, A. K., & Mashelkar, R. A. (2005). Women and Formal and Informal Science. IIMA Working Paper No. 2005-05-02.
- Harvey, K. (1992). *Decision Power - How to Make Successful Decisions with Confidence*. Prentice Hall Publications.
- Hewlett, S. A. (2002). *Executive Women and the Myth of Having It All*. Harvard Business Review.
- International Women's Day Celebration. (2006). Retrieved from E:/oldhome/pages/temp.html.
- Kollan, B. & Parikh, I. J. (2005). *A Reflection of the Indian Women in Entrepreneurial World*. IIMA Working Paper No. 2005-08-07.
- Krishnamurthy, K. M. (2007). Women Rising to the Top- What's the Way Ahead. *Advanc'edge Mastering Business Acumen*, v. 4.
- Kvale, S. (1996). *Interviews- An Introduction to Qualitative Research Interviewing*. New Delhi: Sage Publications.
- Lahiri, S. (2005). *Status of Female Teachers When Students Evaluating Teachers*. Retrieved from www.google.com.
- Lamber, T. (1996). *The Power of Influence- Intensive Influencing Skills at Work*, London: Nicholas Breley Publishing.
- Mahapatra, M. (2003). *Global Educational Manager- Deal Pressure with Prudence, Under Publication*. Paper Presented in the National Seminar on Globalisation- A Challenge to Educational Management. Department of Educational Administration, Faculty of Education and Psychology, M S University of Baroda.
- Mahapatra, M., & Daftuar, S. (2002). *Women Executives and Stress*. Presented in the National Seminar on Work and Stress in Life and Published in the Seminar Publication. Udaipur, Rajasthan: Department of Psychology, M.L. Sukhadia University.

- Mani, R. S. (2001). Empowering Women in Teacher Education, Needs and Strategies. Paper Presented in the National Seminar on Women in Educational Management: Vision and Action.
- Melles, R. (2007). *Women in Management, Effective Executive*. ICFAI University Press.
- Omeltchenka, A.E., & Armitage, A. (2006). Leadership prototype: a Russian perspective. *Baltic Journal of Management*, 1(3), 315-338.
- Parikh, I. J. (2001). Women in Management Challenges and Opportunities IIMA Working Paper No. 2001-12-03.
- Parikh, I. J. (2001). Women in Management Challenges and Opportunities, IIMA Working Paper No. 2001-12-03.
- Parikh, I. J. (2003). Women And Leadership Roles. IIMA Working Paper No. 2003-03-02.
- Parikh, I. J., & Kollan, B. (2004). Women Managers from Myths To Reality. IIMA Working Paper No. 2004-03-06.
- Parikh, I. J., & Mahrukh. (2002). Women in Management - A Movement from the Fifties to the New Millennium. IIMA Working Paper No. 2002-10-02.
- Pounder, J. S. (2002). Marianne Coleman, Women - Better Leaders Than Men? *Journal of Leadership & Organization Development*, 23(3), 122-133.
- Pradhan, S., Talegaonkar, V., & Choudhary, R. (2002). *Perception of Barriers Faced by Women Managers*. Seminar Paper, National Seminar on Women in Educational Management: Vision and Action. Dept. Of Educational Administration, Faculty of Education and Psychology, (Case), M S University of Baroda.
- Qualities and Characteristics of Successful Women Education Leaders, Conference Report, October 2, (2004). American Association of University Women (AAUW) Educational Foundation. Retrieved from www.google.com.
- Ramsay, E. (2000). *Women and Leadership in Higher Education: Facing International Challenges and Maximizing Opportunities*. Malaysia, Kuala Lumpur: University Kebangsaan. Retrieved from http://www.uts.edu.au/oth/wexdev/pdf/women_leadership.pdf.
- Rigg, C., & Sparrow, J. (1994). Gender, diversity & working style. *Women In Management Review*, 9(1), 9-16.
- Singh, D. (2003). *Emotional Intelligence at Work* (2nded). Response Books. New Delhi: A Division of Sage Publication.
- Singh, R. (2007). Crossing the Rubicon. *The Smart Manager*, 6(4).
- Singh, V. (2007). *Women and the Glass Ceiling, Effective Executive*. ICFAI University Press.
- Women and Leadership in Higher Education Management, A Good Practice Handbook*. (2002). Follow-up to the World Conference on Higher Education. Paris. Retrieved from www.google.com.
- Women Striving in an Uneven World. (2004). Retrieved from http://palnassam.org/reports/hdr_2003/chapter_5.pdf.