

A Study on Women's Leadership Style in Higher Educational Sectors Based on their Age and Experience

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A Study on Women's Leadership Style in Higher Educational Sectors Based on their Age and Experience

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Abstract - The aim of this study is to research the influence of age and experience on the leadership styles of women leader in Higher Educational Sectors. The study focuses on two leadership styles, namely transformational and transactional leadership styles. The study discloses that the transformational leadership style is the dominant leadership style among of women leader in Higher Educational Sectors of all age and experience groups. Also, the study reveals that the age and experience have no significant influence on leadership styles, while with the increase in age and experience transformational leadership style is demonstrated more by the women leader in Higher Educational Sectors.

Keywords: Leadership Styles, Age, Experience, Transformational Leadership Style, Transactional Leadership Style.

INTRODUCTION:

The success of any organization is depends on an organization's management team and the leadership style used (Saleem,2015). Leadership is an influence process that enables women leaders to get their people to do willingly what must be done, do well what ought to be done (Cribbin,1981). While earlier theories focused upon the characteristics and behaviours of leaders, later theories began to consider the role of followers and the situational nature of leadership. In the early years leadership was associated with individual skills, characteristics and personal qualities of the leader (Nivala and Hujala, 2002). However, the modern view of leadership states that leadership is not an isolated activity endowed in a single person, but rather a variety of factors contributed to effective leadership. Researchers over time have made attempts to determine the relationship between leadership and various demographic factors such as age, gender, experience, educational background etc. Even though most of the researches find significant correlations between leadership and the above- mentioned demographic factors, yet others contradict this view. The leader or boss of a company is responsible for developing and implementing decisions on how to achieve the desirable resources from their employees in order to produce the best products and services with the interest of the shareholders in mind. This awareness and implementation of

leadership styles gives a company an advantage over their competitors (Riaz & Haider,2010).

It is observed that the old people are not be able to do certain tasks at the efficiency of the younger people because of their physical weaknesses. But at certain tasks the older people can do better than youngsters (Belaletal., 2010). This is due to the knowledge and expertise they have gained throughout the course of their careers. Consequently, they are apparent to give better advices and take better decisions on a proper time. Many studies on the influence of age and experience on the leadership style of women leaders claim that the differences in age and experience affect the leadership behavior as well. Since leadership entails gaining a deeper understanding of one's followers in order to accomplish a goal, older people are thought to be better leaders than younger people. This is because of the reason that with the growing age and experience, people are able to understand their followers better and thus can deal with them in a more positive way (Miranietal.,2003). The current study thus aims to investigate the influence of the two factors on the leadership styles of women leader in Higher Educational Sectors.

REVIEW OF LITERATURE:

Leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2010) and the individual who leads a group of people towards a common goal is

Known as the leader (Andrew,2009). Different leadership theories classify leadership in various ways. While previous theories focused on the traits and behaviours of great leaders, later ideas began to consider the role of followers as well as the situational aspect of leadership. According to a modern perspective on leadership, effective leadership is not a singular action possessed by a single individual, but rather a collaborative effort involving a number of people. Each leadership style has advantages and disadvantages. None of them can be used universally in all situations. Bass (1990) emphasizes that the leader has to choose his/her leadership style depending on the situation and the followers in order to be effective. A leader influences his followers to achieve the specified objectives (Sheikh,2001).

According to Trompenaars (1993), leadership styles fluctuate from culture to culture and country to country, depending on people's life patterns, beliefs, and value systems, as well as their experience. Leadership styles can differ depending on the leader's and followers' demographic characteristics. Various studies have looked into the impact of various demographics on leadership, such as age, gender, culture, educational background, and experience. The current research has chosen two demographic parameters, namely age and experience, to investigate their impact on the leadership styles of women in higher education. It is a common belief that age and experience play a significant effect in leadership behaviour. However, it was revealed from the literature that some studies suggest a substantial association between age and leadership, while others find none. Similarly, some studies show a high link between leadership styles and experience, while others show little or no link.

According to Kearney(2008),when leaders and followers are of comparable ages, a sense of suspicion can develop as to why one was picked as a leader over the other. Because older leaders appear to have more experience, their followers are more likely to accept them as leaders (Kearney 2008). Transformational leaders, according to Reitner (1996), are the only ones capable of eliciting the necessary tools required for any new organization's success. These kind of executives are the primary source of fundamental success in any firm, and they easily dominate all other

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organisations. Such leaders can give a more accurate and clear picture of the future by describing their foresight.

According to the study, transactional leadership is better suited for younger executives, but transformational leadership is better suited for older and more experienced leaders. This is because the team may be more susceptible to a leader's transformative behaviours when the leader is older, since the team members are more tolerant of the leader's special status.

Furthermore, the researchers believe that leadership behaviours are influenced by experience. Cagle (1988) considers age to be one of the most important criteria in determining leadership style. According to Mirani et al., (2003), age has a substantial impact on leadership. Furthermore, (Rasor, 1995; Payden, 1997; Belal et al., 2010) found significant differences in leadership style owing to (Rasor, 1995; Payden, 1997; Belal et al., 2010).

RESEARCH METHODOLOGY

3.1. SCOPE OF THE STUDY:

The current study examines the influence of age and experience on leadership styles of women leader in Higher Educational Sectors from different universities. The leadership styles chosen for the study include transformational leadership style and transactional leadership style. The study attempts to compare the leadership styles across the age and experience of the women leaders in order to inspect whether the difference in age and experience causes the difference in leadership styles as well. As a result, the study aims to appreciate and investigate the significance of age and experience in relation to leadership styles in the Higher Educational Sectors.

3.2. HYPOTHESES:

Following hypotheses are proposed for the study:

H1: There is no difference in leadership styles amongst women leaders of different ages.

H2: There is no difference in leadership styles for women leaders with different levels of experience.

3.3. 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 100 followers of women leaders was selected for the purpose of primary data collection.

3.4. DATA COLLECTION:

The primary data was collected from the followers from the selected Higher educational sectors with the help of a structured questionnaire. Leadership styles were measured using Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1995). The secondary data was collected from various books, journals, articles and electronic publications.

DATA ANALYSIS AND INTERPRETATION:

The variation in leadership styles of women leaders in relation to their age and experience was investigated to discover if the leadership styles adopted by women leaders differed considerably

depending on their ages and experiences. First, descriptive statistics on women leaders' leadership styles were created for each of the five age groups.

The strongest transformational leadership style was found in the age group "M," while the lowest transformational leadership style was found in the age group "Y." The age group "M," on the other hand, received the greatest score on transactional leadership style, while the age group "O" received the lowest. Table 2 provides the following information. One-way ANOVA was applied, which gave the following results.

The leadership styles of women leaders did not differ substantially according to their age, with p values of .185 and .870 for transformational and transactional leadership styles, respectively. As a result, there was insufficient evidence to reject hypothesis H1, which states, "There is no difference in leadership styles amongst women leaders of different ages".

TABLE 1: AGE WISE COMPARISON OF LEADERSHIP STYLES OF WOMEN LEADRES

ANOVA						
		Sum of Squares	d f	Mean Square	F	Sig.
Transect	Between Groups	6.809	2	3.405	1.718	.185
	Within Groups	192.231	97	1.982		
	Total	199.040	99			
Transform	Between Groups	.539	2	.270	.140	.870
	Within Groups	186.851	97	1.926		
	Total	187.390	99			

TABLE 2: AGE WISE DESCRIPTIVE STATISTICS OF WOMEN LEADERS LEADERSHIP STYLES

Age Group		Transect	Transform
Y	Mean	3.68	3.58
	N	31	31
	Std. Deviation	1.326	1.285
M	Mean	3.90	3.74
	N	39	39
	Std. Deviation	1.334	1.409
O	Mean	3.27	3.73
	N	30	30
	Std. Deviation	1.574	1.461
Total	Mean	3.64	3.69
	N	100	100
	Std. Deviation	1.418	1.376

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Source: Data compilation by the scholar for the present study. Note: Transform= Transformational leadership Style, Transect= Transactional Leadership Style. Y=Young age, M=Middle age, O=Old age.

TABLE 3: EXPERIENCE OF WOMEN LEADER

Experience		Transect	Transform
less than 5 years	Mean	4.36	3.57
	N	23	23
	Std. Deviation	1.490	1.441
5-10 years	Mean	3.79	3.63
	N	24	24
	Std. Deviation	1.179	1.096
11 -15 years	Mean	3.98	4.45
	N	11	11
	Std. Deviation	.674	.688
16-20 years	Mean	3.59	3.68
	N	22	22
	Std. Deviation	1.563	1.585
more than 20 years	Mean	2.95	3.99
	N	19	19
	Std. Deviation	1.580	1.610
Total	Mean	3.64	3.69
	N	100	100
	Std. Deviation	1.418	1.376

TABLE4: EXPERIENCE WISE COMPARISON OF LEADERSHIP STYLES OF WOMEN LEADERS.

ANOVA						
		Sum of Squares	d f	Mean Square	F	Sig.
Transect	Between Groups	17.401	5	3.480	1.801	.120
	Within Groups	181.639	94	1.932		
	Total	199.040	99			
transform	Between Groups	9.981	5	1.996	1.058	.389
	Within Groups	177.409	94	1.887		
	Total	187.390	99			

FINDINGS AND CONCLUSION OF THE STUDY:

The goal of this study was to see how age and experience influenced leadership styles. Transformational leadership was determined to be the most favored leadership style across all age

and experience categories in the study. Transformational leadership approaches are becoming more important and accepted in today's business environment. Women leaders of various ages and backgrounds are showing interest in adopting more transformational leadership styles, which are thought to be more effective. Women leaders with less experience begin by adopting an equal proportion of transactional and transformational leadership styles, but eventually shift their focus to transformational leadership.

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