

## **Gender, Leadership and Emotions: Perception of Educational Leaders of Higher Education Institutions**

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### **Abstract**

*The purpose of this paper was to understand the various factors that are associated with the emotional aspects of male and female on job designated educational leaders (DELs) in the higher education institutions (HEIs) in Pakistan. In this paper, attempt was made to investigate the emotional usage, maturity, displays and factors influencing emotionality within male and female DELs within institutions. The study was carried out in the cosmopolitan city of Karachi with a selected sample of six public and private sector HEIs. The data was collected from 36 designated educational leaders working at the three levels of executive, administrative and operative levels. Equal number of males and females respondents was selected through specified criteria of academic qualification, experience and years of service in various levels of leadership within higher education institutions. A standardized questionnaire STEM by Levine et al (2011) was adapted and renamed as Emotional Experience Questionnaire EEQ for data collection from both males and females designated educational leaders. Questions were related to the use of basic set of positive and negative emotions for three approaches of decision making, human relations and goal orientation for institutional functioning. The results were analyzed through SPSS version 22 using statistical tests of descriptive analysis for frequency distribution, correlation for exploring relationship between the variables and t-testing to*

*compare group means of male and female DELs of HEIs. The results showed that the males designated educational leaders were not significantly better in effective institutional functioning than their female counterparts. Administrative experience, position, age and nature of service have no influence on the emotional maturity and displays of both male and female DELs in HEIs.*

**Key Words:** Educational Leaders, Emotional Maturity, Higher Education Institutions, Institutional functioning Approaches

## **Introduction**

Coming up to an ideal profitability is the most important element of any institution. Capable and proficient individuals stand out as the most essential component that assists educational institutions to accomplish their objectives, since individuals assume a noteworthy part in changing the level of efficiency of the institution (Bash, 2015). Anderson and Brown (2010) claimed that emotionally mature people are more apt to adapt the life experiences and have productive thinking which often incorporates affective awareness. The skill of managing individual emotionality is needed in every walk of life. Educational institutions are also the places where individuals' emotionality plays an important role in shaping the institution's approach, vision, functioning and development. As being the employees of educational institutions, both the designated educational leaders (DELs) and their academic as well as administrative colleagues experience emotional interchanges throughout the day within their institutions. The emotional interchanges of educational leaders and their colleagues are presented as a subset of emotional maturity that involves the ability to experience and screen one's own and others' feelings and emotions, to separate among them and to utilize this data to control one's reasoning and actions (Gross & Hutcherson, 2011). Eberly and Fong (2013) affirmed emotionality of the educational leaders is not a recently constructive phenomenon. Hook (2011) highlighted that the emotionality of educational leaders is an important skill that they use at different occasions in their institutions for achieving their targets. The emotionality of the educational leaders comprises of logical and emotionally diverse capacities with social insight and assisting in pacifying both individual and social challenges. Educational leaders who are emotionally smart have a greater deal of life fulfillment, contribute in others emotions, and are usually more requesting, warm, prosperous, and optimistic (Hamidi, Khatib & Saremi, 2013).

Higher education institutions (HEIs) are social systems that consist of several elements having designated educational leaders as the paramount element as they are considered as the basic cornerstone besides the other individuals in this social system. According to Cheak and Kets (2014) most of the experts maintain that improvement of quality of the higher education institution is owed to enhancement of quality among the educational leaders. Therefore, their maturity, qualification, professional development and

preparation for future are important areas to which the officials, planners and higher authorities need to pay attention to.

In the HEIs in Pakistan, with the growth of leadership education and women involvement in the leadership positions, both male and female educational leaders are working. There is a rapid increase of females in the executive, administrative and operative levels of leadership in the last five years as compared to the past from 2011 to 2017. For as far back as two decades from 1990s, gender orientation differences in educational leadership has been the most seriously examined theme in the field of leadership in higher education (Bolden, Davis, Gentle & Jones, 2015). This current inquiry has directed consideration since researchers have been attempting to give a clarification concerning why there have been few female educational leaders in the HEIs and what are their rational and emotional stances regarding their work. Despite the fact that females have turned into an inexorably vast extent of the work force in the schools set up, regardless they do not hold a proportionate offer of the best leadership positions in the HEIs. A large portion of the gender differences researches has centered upon whether females' comparative lack of success as of males in leadership positions could by one means or another be identified with contrasts in their emotionality as educational leaders (Wallis, 2011). Are there characteristic differences in the way males and females work as DELs and, do these genders share commonalities are the areas that need exploration.

The emotionality of both male and female educational leaders is an important issue for today's HEIs as quoted by (Morris & Laipple, 2015) as it helps them in understanding the emotional displays of colleagues and peers and develop insights into the processes and functions of institutions. With the amount of internal and external pressures on the educational leaders of both public and private sector higher education institutions in Pakistan, the emotional side of the designated educational leaders cannot be neglected. Despite the claim that rationality is important for institutional functioning than emotionality as described by Ouweneel, Le Blanc, Schaufeli, and van Wijhe (2012), The importance of emotions can neither be denied nor subjugated. Moreover, females are considered to be more emotional than males (Westaby, Probst, & Lee, 2010) and under such situations their emotionality is considered to be less effective for institutions than male educational leaders' rationality (Wallis, 2011). The reason for this paper was to present the emotional differences between males and females designated

educational leaders of higher education institutions of public and private sectors in Pakistan and their use of emotionality in goal orientation, human relations and decision making approaches.

### **Literature Review**

Studying the relationship between educational leaders' emotions in institutional working; a field of psychodynamics of leadership in education is another marvel to the Pakistani higher education setting. Educational leadership currently is among the most researched and debated areas of study in education. There has been a variety of approaches proposed to educational leadership. Specialists have analyzed what educational leaders resemble, what they do, how they persuade others, how they collaborate in various circumstances and how they bring changes inside their educational institutions (Crisp, Moss & Walsh, 2011; John, Gross, McGonigal, Srivastava & Tamir, 2009; Andrieş, 2009). Hadley et. al (2011) recommended that educational leadership is increasingly a creation in the psyches of colleagues than characteristics of those who possess position of leadership. Although educational leadership has been studied from diverse approaches, it remains relatively unexplored in terms of an understanding from diversified perspectives. Current theories on institutional psychology, organizational behaviour and educational leadership have increased the understanding of the exercise and function of leadership, but how and why educational leaders influence their colleagues and the institutions in which they give leadership, remains a question for researchers to explore.

Arnold (2012) stated that while existing reviews detail what leaders resemble, what they do, how they take choices, the impacts of leaders' sentiments and emotions, and particularly the part emotions play in the authority procedure, are once in a while considered in the educational leadership literature (Ghorbani, Ali, & Sani, 2012). This negligence is not surprising as Ilgen and Klein (2011) found that the institutions favour professionalism and cognition-based actions rather emotional stances as the basis for the effective functioning of educational leaders. In the HEIs, the emotions of the leaders are being ignored or being seen as something that hampers rationality and effective

functioning. Brief and George (2009) specified that educational leadership theories and researchers have not satisfactorily considered how leaders' emotions impact their effectiveness within their institutions. The growing literature exploring the role of educational leaders' emotions in institutional matters suggested that emotions play an important role in educational leadership process and the relationship between educational leaders' emotions and their institutions' functioning needed to be explored (Thiel, Connelly, & Griffith, 2012). To further add detailing to the existing literature on leaders' emotions and institutional functioning, it is important to explore what male and female educational leaders think of their emotions and how are they involved, in institutional functioning processes within HEIs.

The HEIs across the globe, experience various kinds of external and internal pressures (Scott, 2006). The condition is not very different in the Pakistani HEIs' context. The internal and external pressures which the Pakistani HEIs', particularly universities observed are political actors who are the essential political performing artists who impact HE officials, presidents, staff, organization, graduated class, the general population and the understudy body. Trustees create and approve strategy while organization's plans and actualizes these strategies. Staff gives directions and affects strategy. Presidents have the obligation of giving administration to their institutions. Regents endorse lawful duty regarding universities and appoints numerous obligations to the different layers of organization. Three particular personnel administration structures have risen staff advisory groups (composed by the office, school, or school level), scholastic senates (institutional level), and those capable individual workforce who have casual power and control through the concede monies and incomes they bring into the foundation. Power structures used by outside and inward constituents significantly impact shared administration inside advanced education foundations. The noteworthy factors that make weights incorporate the different political on-screen characters, including officials and trustees, and in addition control structures and the scholastic culture made by the staff and organization at the foundation. The scholarly culture impacts the political performers. The political on-screen characters required in administration can specifically impact the complexities of administration all the time.

Personnel who are mindful to instructing, research, and open administration concentrate on the inner workings of advanced education with little respect for the benefit of the entirety. Shared administration, as it has been, is no longer sufficient to address the issues of contemporary society, which loads senior overseers who oversee advanced education establishments.

The HEIs in Pakistan experiences all of the above mentioned internal and external pressures. It has been observed and reported as well that the major decision making and policy development is highly influenced by the intervention of political actors and governing bodies. The rules, regulations and processes of actions in mainly the public sector universities are affected by the unnecessary intervention of the political actors, board of trustees and higher authoritative agencies. Educational leaders within their universities are impacted by size of institution, association of organization and classification of collegial, bureaucratic, political or revolutionary foundations. Educational leaders inside such a specific situation are skilled, multifaceted and inspirational. Educational leaders are powerful in these perplexing, high hazard and frequently extremely customary scholarly organisations. Effective educational leadership in higher education is a challenge for the short term and the long term. Issues of eminent authority, political viability, institutional concentration, overseeing importance, driving change adequately and positive administration style impacts their effectiveness and performance within their universities. While considering all the above pressures, rules, regulations and job descriptions, how the males and female designated educational leaders perform their duties using their emotions is the aim of this paper to explore.

### **Objectives**

- a. To identify the emotionality of male and female designated educational leaders of higher education institutions.
- b. To compare the differences in emotionality of male and female designated educational leaders of higher education institutions.

## **Research Methodology**

For this study, mixed method was used applying exploratory research design. Qualitative data were collected to gather in-depth understanding of the male and female emotionality and their perceptions on the use of emotions in institutional functioning approaches. Quantitative data were collected to examine the same perceptions on males and females on their emotionality for institutional functioning through observations in numerical representation and statistical analysis. Along with questionnaires that were given out to respondents for the statistical representation of the findings in the study, interviews with the respondents and a few experts in this field were also conducted.

## **Sample**

The target population for this study was males and females educational leaders of executive, administrative and operative levels of HEIs in Pakistan. To generalize the study's population, the sampling method used in this study was purposive sampling to obtain a more scientific result that could be used to represent the entirety of the population. From the executive, administrative and operative level leadership of 32 HEIs in Karachi, 102 were selected for survey and 12 were selected for interviews. Out of 102 survey respondents, 66 were male educational leaders and 36 were female educational leaders. From 12 interviewees, six were male educational leaders and six were females.

## **Respondents' Characteristics**

The study respondents possessed the following characteristics. The academic qualification of all the research respondents serving the first level is a doctorate degree, the title of a professor with a service experience of 5 years as an executive leader. The academic qualification of all the research respondents serving the second level of the institution is a doctorate degree, the title of associate professor or assistant professor with a service experience of 5 years as an administrator. The academic qualification of all the research respondents serving the third level of the institution is a Masters/ M.Phil degree, the title of lectures with a service experience of 5 years as an operational leader.



The purposively selected respondents were requested for consent and approval to answer the questionnaire until the desired number of respondents which was 102 was reached. The opinion of experts would also be sought in this research to provide explanations regarding the respondents' perceptions on their emotionality in institutional functioning approaches.

### **Emotional Experience Questionnaire (EEQ)**

The Emotional Experience Questionnaire (EEQ) adapted from Levine et al (2011)'s State-Trait-Emotion- Measure (STEM) comprised of two sections A and B. The first section was based on the demographic information of the study respondents and seven items were to be responded. The items in demographic information included their age, gender, nature of service, position, title and experience. The second section comprised of ten themes based on the basic sets of leaders' emotions and institutional functioning approaches of goal orientation, human relations and decision making within HEIs. Each theme had approximately eight to nine items at an average that attempted to measure the relationship (See Appendix 1).

### **Hypothesis**

**H<sub>0</sub>:** There is no significant relationship between educational leaders' gender and institutional functioning approaches of goal orientation, human relations and decision making at higher education institutions in Pakistan. .

### **Quantitative Data Analysis and Interpretations**

To explore the relationship between educational leaders' emotions and institutional functioning approaches of goal orientation, human relations and decision making approaches, data were collected from male and female educational leaders of HEIs.

Table 1:*Descriptive Statistics of Respondents*

		<b>Gender</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	66	64.7	64.7	64.7
	Female	36	35.3	35.3	100.0
	Total	102	100.0	100.0	

Table 1 shows the descriptive statistics were 66 males and 36 females of executive, administrative and operative level educational leaders shared their responses through EEQ. To further explore the relationship, educational leaders' gender was correlated with their use of emotions for their institutions' functioning. Later the means of designated leaders' gender were compared with the means of individual emotion themes to explore their relationship.

Table 2. *Educational Leaders' Gender and Positive Emotions for Institutional Functioning*

		Gender	MeanJoy	MeanPride	MeanAttentiveness	MeanAffection	MeanContentment
Gender	Pearson Correlation	1	.012	-.038	-.049	-.057	-.060
	Sig. (2-tailed)		.902	.704	.623	.569	.551
	N	102	102	102	102	102	102

\*\* Correlation is significant at the 0.01 level (2-tailed).

The matrix of the correlation coefficients for the two variables of the gender of designated leaders with their use of positive emotions for institutional functioning approaches shows that the correlation coefficient values of all the positive emotions of joy, pride, attentiveness, affection and contentment are non-significant. They have correlation coefficient values less than the significant values and no asterisk are found in them and P-values in all the estimated co-efficient of correlation higher than the level of significance. Therefore, there is no significant relationship between DELs gender and their use of positive emotions for institutional functioning approaches.

Table 3. *Educational Leaders' Gender and Negative Emotions for Institutional Functioning*

		Gender	MeanAnxiety	MeanAnger	MeanSadness	MeanEnvy	MeanGuiltShame
Gender	Pearson Correlation	1	.062	-.041	-.037	-.157	-.060
	Sig. (2-tailed)		.534	.680	.714	.116	.548
	N	102	102	102	102	102	102

\*\* Correlation is significant at the 0.01 level (2-tailed).

The matrix of the correlation coefficients for the two variables of the gender of designated leaders with their use of negative emotions for institutional functioning approaches shows that the correlation coefficient values of all the negative emotions of anxiety, anger, sadness, envy and guilt and shame are non-significant. They have correlation coefficient values less than the significant values and no asterisk are found in them. Therefore, there is no significant relationship that between DELs gender and their use of negative emotions for institutional functioning approaches.

Result: Institutional functioning of HEIs is not affected by the emotionality of male or female DELs.

In the first round, all the themes on emotions of educational leaders and their effect on institutional functioning approaches were compared. Table 4, highlights the t-test between all the themes and gender of educational leaders.

Table 4. *Educational Leaders' Gender and Emotions for Institutional Functioning*

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
MeanJoy	Equal variances assumed	1.936	0.173	-0.059	34	0.953	-0.00992	0.16787	-0.35107	0.33123
	Equal variances not assumed			-0.059	32.706	0.953	-0.00992	0.16787	-0.35157	0.33173
MeanAnxiety	Equal variances assumed	0.16	0.692	1.01	34	0.319	0.30009	0.29703	-0.30354	0.90372
	Equal variances not assumed			1.01	33.826	0.32	0.30009	0.29703	-0.30366	0.90383
MeanPride	Equal variances assumed	0	0.992	0.191	34	0.849	0.04306	0.22504	-0.41428	0.50039
	Equal variances not assumed			0.191	32.901	0.849	0.04306	0.22504	-0.41484	0.50095
MeanAnger	Equal variances assumed	0.465	0.5	1.378	34	0.177	0.44478	0.32272	-0.21107	1.10082
	Equal variances not assumed			1.378	33.742	0.177	0.44478	0.32272	-0.21126	1.10081
MeanAttentiveness	Equal variances assumed	0.706	0.407	0.425	34	0.674	0.09912	0.23332	-0.37504	0.57327
	Equal variances not assumed			0.425	33.29	0.674	0.09912	0.23332	-0.37541	0.57364
MeanAffection	Equal variances assumed	4.317	0.045	0.435	34	0.666	0.07374	0.16956	-0.27085	0.41834
	Equal variances not assumed			0.435	26.737	0.667	0.07374	0.16956	-0.27433	0.42182
MeanSadness	Equal variances assumed	2.169	0.15	1.02	34	0.315	0.29012	0.28454	-0.28813	0.86837
	Equal variances not assumed			1.02	31.653	0.316	0.29012	0.28454	-0.28971	0.86996
MeanEnvy	Equal variances assumed	2.143	0.152	0.316	34	0.754	0.08565	0.27133	-0.46577	0.63706
	Equal variances not assumed			0.316	26.573	0.755	0.08565	0.27133	-0.4715	0.6428
MeanContentment	Equal variances assumed	0.612	0.44	0.382	33	0.705	0.04775	0.12508	-0.20672	0.30222
	Equal variances not assumed			0.383	32.945	0.704	0.04775	0.12471	-0.20599	0.30149
MeanGuiltShame	Equal variances assumed	0.398	0.532	1.663	34	0.106	0.46484	0.2796	-0.10337	1.03305
	Equal variances not assumed			1.663	33.096	0.106	0.46484	0.2796	-0.10395	1.03362

This therefore means that the results of the t-test are not statistically significant. The testing of hypothesis revealed that there is no significant relationship between the gender of educational leaders and its effect on their use of positive and negative emotions for their institutions' functioning at the goal orientation, human relations and decision making approaches. The result of correlation reveals that all the selected emotions of designated leaders (joy, anxiety, pride, anger, attentiveness, affection, sadness, envy, contentment, and guilt and shame) have values greater than 0.05. The significance value (Sig 2-tailed) of in the above table of all ten emotions (joy = 0.953, anxiety = 0.319, pride = 0.849, anger = 0.177, attentiveness = 0.674, affection = 0.666, contentment = 0.705, sadness = 0.315, envy = 0.754 and guilt and shame = 0.106) shows the value greater than 0.05. This declares that the null hypothesis is accepted at the significance value of 0.05 and there does not lie a significant relationship between the designated leaders' gender (male and female) and their positive and negative emotions and their influence on their institutional functioning at goal orientation, human relations and decision making levels. The gender of the designated leader thus does not create an effect on the emotions of the leaders for effective functioning of their respective higher education institutions.

**Result:** There is no relationship between educational leaders' gender and their use of emotions for institutions' functioning.

In the second round, to further explore the relationship, male and female educational leaders' responses were compared with their responses on the items of their emotions and goal orientation, their emotions and human relations and their emotions and decision making respectively. The subsequent tables highlight these comparisons.

Table 5. Educational Leaders' Gender and Use of Emotions for Goal Orientation within HEIs

Item	Male		Female		Sig. (2-tailed)	Sig. (1-tailed)	Sig. (1-tailed)	Sig. (1-tailed)
	N	Mean	N	Mean				
1. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
2. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
3. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
4. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
5. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
6. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
7. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
8. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
9. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
10. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
11. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
12. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
13. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
14. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
15. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
16. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
17. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
18. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
19. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
20. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
21. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
22. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
23. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
24. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
25. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
26. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
27. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
28. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478
29. I find it difficult to control my emotions when I am stressed.	161	3.74	164	3.76	.956	.478	.478	.478

For goal orientation within HEIs, 29 items were drafted that attempted to measure the relationship between male and female educational leaders' emotions and goal orientation. For a result to be statistically significant the value has to be less than 0.05. In the above table all the values in the relevant 'Sig.' column are above 0.05. This therefore means that the results of the t-test are not statistically significant. The emotions of either male or female educational leaders do not create an effect on the goal orientation approach within HEIs.

Table 6. *Educational Leaders' Gender and Use of Emotions for Human Relations within HEIs*

	Levene Test for Equality of Variances		t-Test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Error Difference	Lower	Upper	
J-4-Your colleagues share with you their concerns and difficulties	1.818	.181	.217	100	.829	.066	.303	-.535	.867	
Equal variances assumed			.223	77 842	.824	.066	.295	-.521	.853	
Equal variances not assumed			-.412	77 114	.681	-.119	.295	-.703	.466	
J-5-You are given opportunities in the decision making process	.970	.327	-.403	100	.688	-.119	.285	-.592	.454	
Equal variances assumed			-1.059	100	.292	-.311	.293	-.892	.271	
Equal variances not assumed			-1.037	67 773	.303	-.311	.300	-.908	.287	
J-8-You receive a recognition or positive response for the decisions taken for maintaining law and order/discipline	2.997	.086	1.624	100	.108	.417	.257	-.092	.928	
Equal variances assumed			1.659	80 641	.095	.417	.247	-.074	.907	
Equal variances not assumed			-.761	385	-1.037	100	-.302	-.288	.277	
You face internal administrative pressures by higher authority	.761	.385	-1.037	100	.302	-.288	.277	-.838	.263	
Equal variances assumed			-1.008	66 244	.317	-.288	.285	-.858	.282	
Equal variances not assumed			.629	430	.489	100	.626	.315	-.470	779
Ax-9-You encounter unnecessary external political pressures	.629	.430	.489	100	.626	.154	.315	-.470	779	
Equal variances assumed			.492	73 129	.624	.154	.313	-.470	778	
Equal variances not assumed			-.017	896	-1.276	100	.205	-.306	.239	
You feel you are being treated unfairly by your colleagues	.017	.896	-1.276	100	.205	-.306	.239	-.780	.169	
Equal variances assumed			-1.292	74 575	.200	-.306	.237	-.777	.166	
Equal variances not assumed			.025	875	-.111	100	.912	-.025	.227	
There are threats to your self-esteem due to your decisions	.025	.875	-.111	100	.912	-.025	.227	-.475	425	
Equal variances assumed			-.110	69 893	.913	-.025	.229	-.482	432	
Equal variances not assumed			1.126	291	1.467	100	.146	.384	.262	
You find discrepancies in actions and decisions of the institution	1.126	.291	1.467	100	.146	.384	.262	-.135	803	
Equal variances assumed			1.621	79 950	.132	.384	.252	-.118	880	
Equal variances not assumed			1.352	248	1.227	100	.223	.333	.272	
You find injustice done to others in your institution.	1.352	.248	1.227	100	.223	.333	.272	-.206	872	
Equal variances assumed			1.288	82 643	.201	.333	.259	-.182	848	
Equal variances not assumed			1.774	186	-.148	100	.882	-.038	.256	
AI-1-You take a decision that engages the highest level of authority	1.774	.186	-.148	100	.882	-.038	.256	-.544	469	
Equal variances assumed			-.151	76 140	.880	-.038	.250	-.537	461	
Equal variances not assumed			.694	407	.390	100	.698	.088	.227	
AT-6-You take decisions to maintain discipline among your colleagues	.694	.407	.390	100	.698	.088	.227	-.362	538	
Equal variances assumed			.409	82 404	.684	.088	.216	-.342	519	
Equal variances not assumed			-.103	749	.998	100	.326	.275	.278	
AT-8-You take decisions for solving institutional problems	.103	.749	.998	100	.326	.275	.278	-.289	828	
Equal variances assumed			.989	72 314	.326	.275	.278	-.289	830	
Equal variances not assumed			1.504	223	-1.219	100	.226	-.260	.213	
You find resistance to change from your colleagues and staff	1.504	.223	-1.219	100	.226	-.260	.213	-.683	163	
Equal variances assumed			-1.177	65 142	.243	-.260	.221	-.701	181	
Equal variances not assumed			.129	720	.957	100	.341	.220	.229	
You observe that your colleagues are prevented from the use of their professional competence	.129	.720	.957	100	.341	.220	.229	-.236	675	
Equal variances assumed			.958	72 265	.341	.220	.229	-.237	677	
Equal variances not assumed			.000	988	.952	100	.959	-.013	.245	
Your colleagues have more professional competence than you	.000	.988	.952	100	.959	-.013	.245	-.474	499	
Equal variances assumed			.053	76 119	.958	.013	.240	-.466	492	
Equal variances not assumed			1.995	161	-.076	100	.939	-.020	.265	
CN-2-You are satisfied with the decisions taken for betterment of the institution	1.995	.161	-.076	100	.939	-.020	.265	-.545	505	
Equal variances assumed			-.080	81 278	.937	-.020	.254	-.525	484	
Equal variances not assumed			.205	652	.568	100	.572	.136	.240	
CN-8-You overcome challenging situations that arise due to the use of your professional competence	.205	.652	.568	100	.572	.136	.240	-.340	613	
Equal variances assumed			.565	71 104	.574	.136	.241	-.345	618	
Equal variances not assumed			.011	917	.474	100	.637	.114	.240	
Cn-9-Your colleagues experience an encouraging environment	.011	.917	.474	100	.637	.114	.240	-.362	590	
Equal variances assumed			.470	70 220	.640	.114	.242	-.369	596	
Equal variances not assumed			.438	510	.366	100	.715	.081	.221	
You assign ill-equipped people to do a specific task.	.438	.510	.366	100	.715	.081	.221	-.357	519	
Equal variances assumed			.374	76 947	.709	.081	.216	-.349	511	
Equal variances not assumed			4.120	.045	.867	100	.388	.215	.248	
GS-9-You are unsuccessful in getting the desired outcome	4.120	.045	.867	100	.388	.215	.248	-.277	706	
Equal variances assumed			.936	88 945	.352	.215	.229	-.241	670	
Equal variances not assumed										

For human relations within HEIs, 21 items were drafted that attempted to measure the relationship between male and female educational leaders' emotions and human relations approach. For a result to be statistically significant the value has to be less than 0.05. In the above table all the values in the relevant 'Sig.' column are above 0.05. This therefore means that the results of the t-test are not statistically significant. The emotions of either male or female educational leaders do not create an effect on the human relations within HEIs.

Table 7. Educational Leaders' Gender and Use of Emotions for Decision Making within HEIs

Independent Samples T-Test: Gender and Decision Making											
		Gender of Respondent		Mean for (Gender of Respondent)							
		F	M	F	M	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower Bound	Upper Bound	
1-4	Your colleagues share with you their concerns and difficulties related to the decisions taken in the higher authorities.	Equal variances assumed	1.665	1.62	3.952	199	205	303	281	290	1.488
		Equal variances not assumed			3.987	17.238	205	303	278	326	1.428
1-5	You are given opportunities in the decision making process for the institution.	Equal variances assumed	1.634	1.61	1.594	199	206	473	381	-884	1.628
		Equal variances not assumed			1.725	18.914	206	473	374	-871	1.619
1-6	Encourage a recognition in public response for collective work of a decision taken for the institution's effectiveness.	Equal variances assumed	1.61	1.64	1.388	199	197	387	382	-581	1.627
		Equal variances not assumed			1.289	13.961	204	387	385	-499	1.632
1-7	The operations become maintaining law and order/disciplinary conditions within your institution itself.	Equal variances assumed	1.623	1.617	1.311	199	438	228	280	-754	1.688
		Equal variances not assumed			1.622	14.967	413	200	253	-789	1.594
1-8	You have internal administrative processes to register authorities which favour the process of decisions being taken.	Equal variances assumed	1.631	1.62	2.07	199	421	391	349	-471	1.689
		Equal variances not assumed			2.25	13.543	422	391	271	-478	1.689
1-9	You encourage consultation with stakeholders/pressure in the decision making/for better of your institution.	Equal variances assumed	1.66	1.61	-1.45	199	170	194	304	-787	1.688
		Equal variances not assumed			1.42	11.242	170	194	308	-778	1.682
1-10	You feel you are being treated unfairly by your colleagues due to decisions you face for the institution.	Equal variances assumed	1.61	1.59	-0.10	199	253	219	232	-178	1.644
		Equal variances not assumed			1.62	13.382	184	191	232	-677	1.588
1-11	There are threats to your self-esteem due to your decisions taken in goal orientation.	Equal variances assumed	1.62	1.56	-0.66	199	269	199	218	-821	1.644
		Equal variances not assumed			1.60	11.781	209	180	211	-828	1.593
1-12	You find discrepancies in policies and demands of the higher authorities.	Equal variances assumed	1.68	1.64	-0.21	199	190	269	230	-574	1.638
		Equal variances not assumed			1.05	11.717	190	269	257	-579	1.643
1-13	You feel major items in others in your institution.	Equal variances assumed	1.78	1.60	-1.12	199	484	188	263	-778	1.638
		Equal variances not assumed			1.40	14.204	491	180	269	-778	1.594
1-14	You take a decision that engages the highest level of your ability for the improvement of institution.	Equal variances assumed	1.661	1.60	1.63	199	309	361	348	329	1.611
		Equal variances not assumed			1.73	14.644	200	361	342	318	1.644
1-15	You take decisions to handle discipline among your colleagues and students in your institution.	Equal variances assumed	1.78	1.61	1.72	199	191	362	219	-383	1.618
		Equal variances not assumed			1.63	14.614	199	362	217	-349	1.612
1-16	You take decisions to do organizational processes/challenges without the time frame available to you.	Equal variances assumed	1.63	1.56	1.69	199	354	319	302	-698	1.643
		Equal variances not assumed			1.62	14.828	289	317	347	-672	1.627
1-17	You find it hard to change from your colleagues and peers in the decision making process of the institution.	Equal variances assumed	1.71	1.60	1.50	199	343	388	287	-389	1.618
		Equal variances not assumed			1.60	11.881	183	388	387	-389	1.618
1-18	You ensure that your colleagues are present/active in the decision making process of the institution.	Equal variances assumed	1.646	1.63	1.04	199	399	339	322	-472	1.671
		Equal variances not assumed			1.06	11.789	307	339	229	-426	1.669
1-19	Your colleagues have more professional competence in implementing the decisions in the institution than you.	Equal variances assumed	1.78	1.60	1.61	199	428	191	239	-394	1.683
		Equal variances not assumed			1.69	12.417	525	194	234	-374	1.678
1-20	You are satisfied with the decisions taken for better institutional functioning.	Equal variances assumed	16.264	1.60	1.841	199	364	729	248	226	1.288
		Equal variances not assumed			1.339	16.611	665	729	237	250	1.191
1-21	You overcome challenging situations that pose during the implementation of decisions taken in higher authorities.	Equal variances assumed	1.68	1.64	1.598	199	347	378	329	151	1.624
		Equal variances not assumed			1.647	14.911	381	378	227	127	1.628
1-22	You overcome impedence in encouraging, encouraged in your institution.	Equal variances assumed	1.68	1.67	1.444	199	349	399	321	104	1.687
		Equal variances not assumed			1.488	13.789	271	388	323	108	1.683
1-23	You do not equipped yourself in a specific task.	Equal variances assumed	1.217	1.62	1.26	199	345	359	241	-373	1.673
		Equal variances not assumed			2.08	11.826	429	368	228	-387	1.687
1-24	You are unsuccessful in getting the desired outcomes from the decision you took against the will of your colleagues.	Equal variances assumed	1.619	1.61	1.68	199	306	399	229	-318	1.638
		Equal variances not assumed			1.67	14.887	199	46	241	-318	1.638

For decision making within HEIs, 21 items were drafted that attempted to measure the relationship between male and female educational leaders' emotions and decision making approach. For a result to be statistically significant the value has to be less than 0.05. In the above table all the values in the relevant 'Sig.' column are above 0.05 except item 2 having significance value 0.007 and item 20 with significance of 0.42. This therefore means that the results of the t-test are not statistically significant. The emotions of either male or female educational leaders do not create an effect on the decision making approach within HEIs.

**Overall Result:** There is no significant relationship between educational leaders' gender and their use of emotions in institutional functioning approaches of goal orientation, human relations and decision making approaches.





#### 1.1.1.1. **Discussion**

The result shows no effect of educational leaders' gender and their use of emotions for institutional functioning. In reality, however, there is an effect as claimed by (Hook, 2011). The reasons of this contradiction could possibly be due to the fact that in the higher education sector, especially at university level, female leadership is rarely found and as compared to males, it is almost negligible. It has been observed that the female leaders in the public sector universities particularly get easily politicized and pressurized by the external and internal pressures as they had never been given an exposure to practice leadership role. However, as males are considered to be better leaders, they tend to handle situations easily and perform better according to the set expectations. It has also been observed that the female educational leaders when pressurized by teacher associations or student associations, despite showing boldness, mental presence, and skills of managing the situation, they surrender in meetings due to excessive pressures from authorities and colleagues. It has also been observed that as female leaders surrender easily due to reasons like rarely given leadership opportunities, psychological pressures of their acceptance in the position, social challenges and emotional activeness. They also fear their decisions being challenged, due to their impulsive and emotional nature.

The female educational leaders who understand the society, their norms, challenges, and requirement, when given a leadership position use their intelligence and emotions wisely to get accepted. However, male educational leaders have no such pressures or expectations. This has been due to the way the Pakistani society is organized in a patriarchal manner which accepts and promotes male leadership. Moreover, the educational leadership programs available in Karachi, Pakistan do not provide enough knowledge, attitude, and disposition which an educational leader requires. The curriculum and scheme of studies of the educational leadership programs are based on the bookish knowledge mainly, and less emphasis placed on practical knowledge. Due to lack of field work during the programme, most of the skills remain unpolished and leaders are unable to utilize them when needed. When educational leaders are unsuccessful in correlating their literate knowledge into practical knowledge, a state of confusion occurs that affects their performance within their institutions.

Among male leadership, according to the data collected, no emotions are used. All educational leaders serving at different levels within universities have stated that their personal emotions are used in their institutions' functioning. The reason for this statement could be the fact that neither the dean, VC, registrar nor controller of examination, have the power or authority to take decisions on their own. Decisions are imposed upon by them by the authorities. The question that needs to be addressed here is regarding who exactly is the authority. The authority in the public sector universities is mainly the political lobby. In the private sector universities, it is either the Seth or the owner of the institution. It is the at authorities' discretion to take any decision and set and targets. The designated leaders only have to abide by the decisions taken by them. Under such circumstances, there is no room left for the use of leaders' personal emotions within institutions for any prescribed job. The task is to be achieved, mechanics are to be followed, deadlines are to be met and goals are to be achieved whether it is liked or disliked by the DELs and their colleagues.

Politicization in the public and private sector institutions has marred the process of fair appointments and selection of the leaders, division of their workloads and space to work with honesty and dignity. Unless the politicization of the institutions is not controlled, the weak administrative structures of the institutions will not change/progress. Unless freedom to work and authority to take fair actions and decisions are not being given to designated leaders, change will not occur. An example can be quoted here as the way HEC is awarding stars and laurels to different universities on the number of PhDs produced, number of PhD faculty and number of research publications, it seems as if the other university deserves a better grade, however, due to political pressure and intervention of influential groups of society, the awards to given to least performing institutions.

In the private sector universities, the owner is to be followed. For any decision or tasks to be achieved, the designated leaders do give their input while controlling their emotions as to keep/ secure their jobs. The emotion of fear and anxiety is quite common in this situation. As the Seth is the ultimate authority, the designated leaders are bound to work under the given guidelines by him/her. Again, no room is left for personal emotions. It is to be noted here that although the designated leaders work

under mechanics, bureaucratization, and administrative pressures, still emotions prevail among them. However, they remain underlying and becomes obvious or are shown to their colleagues or subordinates at different occasions. If the educational leaders are emotionally charged, intrinsically motivated and mentally elated, then they think for the progress of the institution irrespective of any odd. Despite pressures and challenges, they strive for improving the quality of the department of the institution.

### **Limitation of the Study**

Two points of clarification are necessary at the beginning. First, the focus was not on men and women in biological terms, but on the emotional roles of the genders which are male and female educational leaders in HEIs since their emotionality is determined primarily by culture. Second, this paper has been extracted from the current studies on gender differences in educational leadership of higher education institutions, and because this literature usually looks at this phenomenon in higher education institutional setting, there is an overlap in the way that many researchers use the terms leader and manager. Although there are some commonly accepted differences between leaders and managers, for the sake of discussion the terms are used synonymously throughout (Arnold, 2012). At the start, it ought to be perceived that there are risks of overgeneralization in this theme. Female leaders convey differing qualities to administration, yet there is additionally extraordinary differences among females. Besides, most experts agree, in any case, that ladies share many perspectives and encounters, and a few speculations are justified (Reference). In any case, the reader ought to remember that there are numerous exemptions to the idea of typical male and female leadership behavior.

#### **1.1.2. Conclusion**

The quantitative data analysis and its related discussion in the paper demonstrated the feasibility of measuring males and females

designated educational leaders' emotions using an adapted tool on emotions and institutional functioning approaches. Moreover, the relationship between demographic information of the designated educational leaders and their effect on institutional functioning approaches of decision making, human relations, and goal orientations have been explored. At the beginning of this paper, it was argued that the objective was to study the relationship between male and female designated educational leaders' emotions and their effect on institutional functioning approaches within higher education institutions in Pakistan. However, acknowledging that no causal link could be inferred due to the correlational nature of the study. Nevertheless, relationships were quantitatively identified, mostly incongruent with previous literature, such as no relationship between emotions and institutional functioning approaches and no effect of age, gender, position or experience of the DELs on the use of emotions for institutional functioning.

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