

Factors Affecting Leadership of Female Lecturers in Guangxi University of Finance and Economics, China

Cao Jiabao^{1,a,*}

¹*School of International Education, Guangzhou College of Technology and Business, Guangzhou, China*
^a313134114@qq.com

*Corresponding author

Abstract: *This study aimed to examine and identify the female lecturers' leadership levels and their affecting factors in the Guangxi University of Finance and Economics in China. According to a cross-sectional survey, the 284 female lecturers in the Guangxi University of Finance and Economics were selected from the 1,087 lecturers through proportional stratified random sampling. The tool to identify affecting leadership factors of female lecturers was a questionnaire which checked for validity and reliability by IOC and Cronbach's alpha before surveying. The results were more than 0.500 and 0.947 respectively. Descriptive statistics, t-test, and multiple regression were applied in this study. The findings demonstrated that female lecturers in Guangxi University of Finance and Economics had high leadership levels. The significant differences in leadership levels of female lecturers depended on educational level, work experience, and marital status. Meanwhile, the factors affecting the leadership levels of female lecturers were social stereotype, support from family, support from the university, and extrinsic and intrinsic motivation. Based on the findings, it is suggested that the university should promote female lecturers' leadership by supporting and stimulating their motivation. The family should support the motivation to enhance the leadership of female lecturers as well.*

Keywords: *Leadership, Female lecturers, University, Factors*

1. Introduction

There are ancient mazes for women to describe the multiple barriers in reaching the highest leader. Women have faced more several formidable obstacles than men when they want to be workers with leadership concurrently. However, women will encounter dead ends that other men would not normally face. The main problems of leadership among female of higher education system are difficulty of women balancing the relationship between family responsibilities and work needs in the path of obtaining the top leadership. Women are recognized as the primary providers of child care and house makings by the society and this consciousness has also been deeply embedded in the mind of women since childhood. So women could not make the decision to abandon their family for work, which also led to problems. In the other hand, women always have fewer opportunities than men in the careers (Madsen, Susan, Longman & Karen, 2014)^[1]. Although some positions also welcome women to apply in the higher education, the acceptance rate of women is always lower than that of men, especially educational positions such as deans are often male. Some women even cannot be hired due to some related factors, so female workers have less chance to develop leadership than male workers. The organizations usually prefer to hire men over young women. Thus, it is key to find the factors affecting leadership among women in order to alleviate the problems of leadership among them. Both intrinsic and extrinsic motivation can help female to achieve effective leadership (Ford & Pande, 2011)^[2]. Self-interest, ambition and inspiration from outside could make consciousness for the female to achieve their leadership concurrently. In the meanwhile, personality factors can have a positive and negative impact on female leadership as well, such as behaviors and attitude toward competition. Gender characteristic have shaped the different behaviors of male and female such that ladies are fewer motivated than men to have competitions for high level of leadership. In addition, social factors such as supporting from organization and family also have influence on the leadership among female. Because training from organization can improve the leadership skills among female and work-live balance cannot distract the female in the process of achieving high leadership (Smith, Ortiz, Buhbe & Vugt, 2020)^[3]. At the same time, social stereotypes also could cause career success of female leadership. Otherwise it obstacles occupation development of female leadership.

In China, society usually defines women as fragile and hesitant. (Han ,Pan ,Xie, Han & Zheng,

2019)^[4].The popular culture of shaping expectation has an enormous impact on the women when they grow up (Madsen, Susan, Longman & Karen, 2014)¹.In the meanwhile, leadership among female lecturers are effected by some related factors as well in the Guangxi university of finance and economic. Some female lecturers could not achieve their leadership because of gender stereotype in Guangxi university of finance and economic.

Leadership among female 's representation is still insufficient in almost every field. This is true in science, business and education Some studies describe the importance of leadership among female in microfinance institutions (Reidar, Oystein, Strom, Espallier & Mersland, 2014)^[5] There also has study to study articles available of female leadership capacity and effectiveness for development and sustainability, but less on the obstacles and challenges faced by female leaders in higher education (Alomair, 2015)^[6].Thus, it is necessary to tend to focus on the challenges and barriers that leadership among women will meet in the higher education system especially this study will take an example of Guangxi university of finance and economic in order to explore the related factors that affect development of leadership among female lecturers in Chinese higher education system and put forward suggestions to solve problem.

2. Research Methodology

This qualitative research was used to find level of leadership among female lecturers and their affecting factors in the Guangxi university of finance and economic, China.This study was surveyed by questionnaires to obtain data from a sample of female lecturers in the Guangxi university of finance and economic, China in order to assess the female leadership in the higher education system.

2.1. Sample Method

In order to make every female lecturer in each faculty has the same opportunity to be selected as sample, the proportional stratified random sampling was employed to draw the female lecturers.

3. Result

3.1. Personal factors of female lecturers

The personal information of female lecturers was collected from Guangxi university of finance and economic, China are shown in the table 1.

Table 1: Frequency and percentage of female lecturers (n=284)

Lecturers' personal information	Number	Percentage
Age		
Under 30 years old	109	38.4
30 years old and above	175	61.6
Education level		
Under graduate	179	63.0
Post graduate	105	37.0
Work experiences		
Under 10 years	182	64.1
10 years and above	102	35.9
Income		
Under 50,000 yuan	110	38.7
50,000 yuan and above	174	61.3
Marital status		
Married	183	64.4
Single and widow	101	35.6
Number of children		
No have	92	32.4
1 child or 2 children	192	67.6

3.2. Leadership levels of female lecturers

The overall level of leadership of female lecturers in Guangxi university of finance and economic,

China are at moderate level, with an average mean score of 3.22 and a standard deviation of 0.48. Personalized consideration of dimension of leadership of female lecturers are at a high level, with an average mean score of 3.75 and a standard deviation of 0.46. Inspiration and motivation of dimension of leadership of female lecturers are at a moderate level, with an average mean score of 3.34 and a standard deviation of 0.57. Setting role model of dimension of leadership of female lecturers are at a moderate level, with an average mean score of 3.20 and a standard deviation of 0.77. Creativity stimulation of dimension of leadership of female lecturers are at a low level, with an average mean score of 2.58 and a standard deviation of 0.5.

3.2.1. Personalized consideration of dimension of leadership of female lecturers

The female lecturers' perception toward personalized consideration of dimension of leadership of female lecturers with 6 items are analyzed. The overall level of leadership of female lecturers of personalized consideration of dimension is at high level, with an average mean score of 3.75 and a standard deviation of 0.46 according to personalized consideration dimension of leadership of female lecturers. Item 3, "I support others people to develop and show their unique skills and behaviors at work.", has the highest mean score and it is at highest level of leadership of female lecturers. with an average mean score of 4.59 and a standard deviation of 0.53. Item 2, "I encourage other people when they fail at work due to subjective factors", has the lowest mean score, but it is still at moderate level of leadership of female lecturers, with an average mean score of 2.93 and a standard deviation of 1.01.

3.2.2. Inspiration and motivation of dimension of leadership of female lecturers

The female lecturers' perception toward Inspiration and motivation of dimension of leadership of female lecturers with 4 items are analyzed. The overall level of leadership of female lecturers of inspiration and motivation of dimension is at moderate level, with an average mean score of 3.34 and a standard deviation of 0.57 according to inspiration and motivation dimension of leadership of female lecturers. Item 1, "I encourage other people to complete some tasks beyond the work goal", has the highest mean score and it is at highest level of leadership of female lecturers. with an average mean score of 4.57 and a standard deviation of 0.61. Item 4, "I motivate my team members to accomplish predefined goals", has the lowest mean score, and it is at low level of leadership of female lecturers, with an average mean score of 2.51 and a standard deviation of 0.65.

3.2.3. Setting the role model of dimension of leadership of female lecturers

The female lecturers' perception toward setting the role model of dimension of leadership of female lecturers with 5 items are analyzed. The overall level of leadership of female lecturers of setting role model of dimension is at moderate level, with an average mean score of 3.2 and a standard deviation of 0.77 according to setting role model dimension of leadership of female lecturers. Item 2, "I tell other people the most significant value and beliefs", has the highest mean score and it is still at moderate level of leadership of female lecturers. with an average mean score of 3.29 and a standard deviation of 1.04. Item 1, "I provide other people with a sense of vision and mission.", has the lowest mean score, and it is still at moderate level of leadership of female lecturers, with an average mean score of 3.11 and a standard deviation of 1.09.

3.2.4. Creativity stimulation of dimension of leadership of female lecturers

The female lecturers' perception toward creativity stimulation of dimension of leadership of female lecturers with 5 items are analyzed. The overall level of leadership of female lecturers of creativity stimulation of dimension is at low level, with an average mean score of 2.58 and a standard deviation of 0.5 according to creativity stimulation dimension of leadership of female lecturers. Item 2, "I encourage other people to think independently", has the highest mean score and it is still at moderate level of leadership of female lecturers. with an average mean score of 3.29 and a standard deviation of 1.02. Item 3, "I get other people to look at problems from different aspects.", also has the highest mean score, and it is still at moderate level of leadership of female lecturers, with an average mean score of 3.29 and a standard deviation of 1.04. Item 4, "I establish goals for a project and explain the best way to accomplish these goals to my team members", has the lowest mean score, and it is at lowest level of leadership of female lecturers, with an average mean score of 1.52 and a standard deviation of 0.52.

3.3. The psychological factors of higher education female lecturers

The overall level of psychological factors was at a moderate level with an average mean score of 3.40 and a standard deviation of 0.52. In details, intrinsic motivation of dimension in psychological factors of high education female lecturers was at a moderate level with an average mean score of 3.39 and a standard

deviation of 0.68 Extrinsic motivation in psychological factors of high education female lecturers was at a high level with an average mean score of 3.44 and a standard deviation of 0.62, Personality dimension in psychological factors of high education female lecturers was at a moderate level with an average mean score of 3.36 and a standard deviation of 0.63.

3.4. The social factors of higher education female lecturers

The overall level of social factors was at a moderate level with an average mean score of 3.33 and a standard deviation of 0.63. In details, support from organization of dimension in social factors of high education female lecturers was at a moderate level with an average mean score of 3.31 and a standard deviation of 0.73. Support from family in social factors of high education female lecturers was at a moderate level with an average mean score of 3.31 and a standard deviation of 0.74, Social stereotype dimension in social factors of high education female lecturers was at a moderate level with an average mean score of 3.37 and a standard deviation of 0.70.

3.5. The comparison of leadership levels by personal factors

3.5.1. The comparison of leadership levels by age group

Female lecturers whose age less than 30 years old are presented the mean of 3.30 with a standard deviation of 0.49. Female lecturers who age above 30 years old are presented the mean of 3.17 with a standard deviation of 0.47. F-ratio of 0.742 with P-value of 0.477 is also found by t-test analysis. Since the P-value are more than 0.05. It is shown that there is no significant difference on the level of leadership of female lecturers based on their age.

3.5.2. The comparison of leadership levels by educational group

Female lecturers who had access to postgraduate are presented the mean of 3.30 with a standard deviation of 0.94. Female lecturer had access to undergraduate are presented the mean of 3.17 with a standard deviation of 0.47. F ratio of 4.613 with P-value of 0.033 is also found by T- test analysis. Since the P-value are less than 0.05. It is shown that there is significant difference on the level of leadership of female lecturers based on their educational level.

3.5.3. The comparison of leadership levels by marital status

Female lecturers who are married are presented the mean of 3.27 with a standard deviation of 0.48. Female lecturers who did not get married are presented the mean of 3.13 with a standard deviation of 0.47. F ratio of 5.187 with P-value of 0.024 is also found by t-test analysis. Since the P-value are less than 0.05. It is shown that there is significant difference on the level of leadership of female lecturers based on their marital status.

3.5.4. The comparison of leadership levels by number of children

Female lecturers who have children are presented the mean of 3.23 with a standard deviation of 0.48. Female lecturers who do not have children are presented the mean of 3.18 with a standard deviation of 0.48. F-ratio of 0.678 with P-value of 0.411 is also found by T- test analysis. Since the P-value are more than 0.05. It is shown that there is no significant difference on the level of leadership of female lecturers based on number of children.

3.5.5. The comparison of leadership levels by work experience

Female lecturers who had worked less than 10 years are presented the mean of 3.27 with a standard deviation of 0.48. Female lecturers who has worked above 10 years are presented the mean of 3.13 with a standard deviation of 0.48. F ratio of 2.754 with P-value of 0.05 is also found by T-test analysis. Since the P-value are 0.05. It is shown that there is significant difference on the level of leadership of female lecturers based on their work experience.

3.5.6. The comparison of leadership levels by Income

Female lecturers who got income less than 50000 Yuan are presented the mean of 3.17 with a standard deviation of 0.44. Female lecturers who got income more than 50000 Yuan are presented the mean of 3.25 with a standard deviation of 0.50. F ratio of 1.588 with P-value of 0.209 is also found by T-test analysis. Since the P-value are higher than 0.05. It is shown that there is not significant difference on the level of leadership of female lecturers based on income.

3.6. The relationship between social, psychological factors and leadership levels

The significant factors affecting leadership levels among female lecturers were analyzed the multiple correlation to find significant correlation and multi-collinearity as table 2

Table 2: Multiple correlation of significant factors affecting leadership levels among female lecturers

	Support from family	Support from university	Social stereotype	Intrinsic motivation	Extrinsic motivation	Personality	Lecturer's leadership
Support from family	1						
Support from organization	0.643	1					
Social stereotype	0.593	0.650	1				
Intrinsic motivation	0.507	0.593	0.617	1			
Extrinsic motivation	0.474	0.509	0.536	0.570	1		
Personality	0.391	0.500	0.421	0.513	0.545	1	
Lecturers' Leadership	0.596	0.725	0.570	0.593	0.509	0.500	1

From table 2 showed that the significant correlation of leadership levels and affecting factors among female lecturers support from organization were ($r=0.596$), support from family ($r =0.725$), social stereotype ($r =0.570$) and intrinsic motivation ($r =0.593$), and extrinsic motivation ($r=0.509$), and personality ($r=0.500$).

3.7. The factors affecting leadership levels of female lecturers

Table 3: Multiple regression of factors affecting leadership levels among female lecturers

Factors	Unstandardized Coefficients		Standardized Coefficients	T	p-value
	B	Std. Error	Beta		
(Constant)	1.880	.141		13.345	.000
social stereotype	.011	.039	.015	2.271	.004
support from family	.095	.034	.147	2.798	.006
support from organization	.299	.038	.453	7.898	.000
Personality	.060	.023	.124	2.597	.010
extrinsic motivation	.005	.025	.011	2.207	.003
Intrinsic motivation	.091	.026	.188	3.487	.001

From the above correlations, the multiple regression by stepwise method was conducted. The regression model to predict leadership level of female lecturer contains the following information:

Adjusted R Square = 0.544.

Six independent variables are statistically significant:

- 1) support from family ($p = 0.006$),
- 2) support from organization ($p < 0.01$),
- 3) social stereotype ($p = 0.004$)
- 4) intrinsic motivation ($p = 0.001$),
- 5) extrinsic motivation ($p = 0.003$),
- 6) personality ($p = 0.010$).

From table 3, the predictive model is as following:

Leadership of female lecturer level = 0.015 (social stereotype) + 0.147 (support from family) + 0.453 (support from organization) + 0.124 (personality) + 0.011 (extrinsic motivation) + 0.188 (intrinsic motivation)

Leadership level of female lecturers will increase 0.015 unit if factor of social stereotype 1 unit when fix other factors. Same as support from family, support from organization, intrinsic motivation, extrinsic motivation, personality. Leadership level of female lecturers will increase coefficient unit if these factors increase 1 unit. This regression model can predict leadership level of female lecturers 54.4%.

4. Conclusion and Recommendations

4.1. Conclusion

This study is carried out by using quantitative methodology. The questionnaires are applied to measure the factors affecting leadership of female lecturer in Guangxi university of finance and economic, China. The study conducted with 284 female lecturers of Guangxi university of finance and economic, China. The data is analyzed by descriptive statistics such as frequency, mean, standard deviation and percentage. Moreover, t-test also is used to compare the difference between leadership of female lecturers based on personal factors and Pearson correlation coefficient analysis is applied to investigate statistically significant relationship between social factors, psychological factors and leadership of female lecturers.

4.2. Recommendations

This research analysis data for the study of factors affecting leadership of female lecturers in the Guangxi university of finance and economic, China.

4.2.1. Recommendations for the university

The university should have regular training for female lecturer. The training or meetings could be about leadership, educational management or some relevant on education field. Female lecturers could share their problem that they met and good experience on work to other attendants in the meetings or training in order to improve their creativity and innovation skills and leadership and so on.

The university also organize activity that let female lecturers to work on other university for a few month as exchange lecturers. It could help them to compare their own university with other university that they exchanged in order to avoid problems that other university made and share strength that they had.

4.2.2. Recommendations for female lecturers

Some of female lecturers should try to solve the problems from their personality. They are supposed to become more confidence and ambitious if they would like to improve leadership at work. There are some effective ways for them such as getting used to reading books about these fields and seeing more videos or lectures that show experience about leadership skills.

The family of female lecturers should give more support for the female lecturers in order to let them pay attention to the work at all. Otherwise, they will always concern about their child or family when they get in work. That will have a negative influence on them to improve their leadership skills.

4.2.3. Recommendations for further study

The researchers who would like to do the research about leadership of female could wide their fields. For example, they could focus on the factors affecting leadership of female in other level of schools such as primary school or high school in order to investigate whether there will have some difference between university and other level of schools or not.

They could add more details about leadership of male in the further study in order to do comparison on leadership of female and leadership of male. That could demonstrate factors affecting leadership of female comprehensively.

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