FACTORS RELATED TO LEADERSHIPS OF FEMALE LECTURERS AT A UNIVERSITY IN GUANGXI PROVINCE, CHINA

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Abstract

The problems of leaderships among female in higher education lecturers are difficulties to balance the relationship between family responsibilities and work needs in the path of obtaining the top leaders. This research aims to survey and compare leaderships of related factors among female lecturers. A research was surveyed levels of leaderships and their related factors of female lecturers at a university in Guangxi province, China. In order to conduct this research, data were gathered using the surveyed questionnaire, which tested for validity by 3 experts' judging and reliability (Chronbac's alpha = 0.947). From 1,087 female lecturers, the calculated sample size and multistage proportional sampling were done. The voluntary 284 female lectures were included in this research. The analytic statistics were t- test, ANOVA and Pearson's correlation. The results showed that the significant levels of teachers' leaderships by age, highest education levels, marital status, number of children, work experiences, social and psychological factors. The suggestions were decreased family responsibilities and social with psychological supporting for promoting leaderships of female lecture.

Keywords: leadership, female, higher educatio

Background and Rationale of Study

Women have faced several formidable obstacles when they want to reach the top leadership. There are more barriers to women than men when they want to be workers with leadership concurrently. There are the ancient mazes of women to describe the multiple obstacles women will face in reaching the highest leadership. In fact, finding the center of the highest leadership in the maze is equally difficult for both men and women. However, women will encounter dead ends that other men would not normally face. (Eagly, Carli, 2007). 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.

In China, society usually defines women as fragile and hesitant. (Han ,Pan ,Xie, Han, Zheng , 2019). The popular culture of shaping expectation has an enormous impact on the women when they grow up. (Madsen, Susan, Longman, Karen,2014). Some Chinese young women have been educated that they do not need to compete with men in the carriers and their work ability do not need to be better than men' skills and even they think that leadership skills are

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unnecessary to them. Women can do some auxiliary work such as assistants instead of employees who are responsible for making decisions.   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

cycle and breastfeeding period will make it impossible to guarantee the continuity of work at the same time. Women' physical and energy consumption are very large, which inevitably has a negative impact on development of leadership.

Leaderships among females' representations are still insufficient in almost every field. This is true in science，business and education（Jennifer, Smith, Chelsea, Ortiz, Madison, Buhbe, Vugt, 2018). Some studies describe the importance of leadership among leadership in microfinance institutions. (Reidar, Oystein, Strom, Espallier, Mersland, 2014). There also has study to review the literature available on the development and sustainability of female leadership capacity and effectiveness, but less on the challenges and barriers faced by female leaders in higher education (Alomair,2015).Thus,it is necessary to tend to focus on the challenges and barriers that leadership among female will meet in the higher education system especially this study will take a example of a university in Guanxi province in order to explore the related factors of leadership among female lecturers in Chinese higher education system and put forward suggestions to solve problems

Research Questions
1. What are levels of leaderships among female lecturers at a university in Guangxi province, China?
2. What are factors related to leaderships among female lecturers at a university in Guangxi, China?

Research Objectives
1. To survey the levels of leaderships among female lecturers at a university in Guangxi province, China.
2. To analyze factors related to leaderships among female lecturers at a university in Guangxi province, China.

Materials and Methods
Research Design

This research was cross- sectional survey study.

not achieve their leadership because of gender stereotype in Guangxi university of finance and economic. It is also an inherent prejudice in society that women must have children at a certain age. They think inevitable things such as women' pregnancy

Population
The population of this research was comprised of 1087 teachers from 13 faculties at a university in Guangxi province, China.   There were total 13 faculties.

Sample
The target sample are 284 according to Krejcie-Morgan table(1970) of proportion random sampling at a confidence level of 95%. According to the formula, The multistage sampling was conducted by proportion of each faculty.

Research instrument
Questionnaire was conduct to questionnaire to reveal the female leadership of higher education system in this research survey. The questionnaire consists of four parts as follow:

Part (1) is General characteristics and work experiences of lecturers that consisted of their age, marital status, education level, income and work experience.

Part (2) (3) and (4) are leaderships of female lecturers that comprise of personal consideration, inspiration and motivation, setting role model, creativity stimulation, social factors that comprise of support from faculty and family, social stereotype and psychological factors that comprise of intrinsic and extrinsic motivation, personality with 5 likert scales for 20 items of questionaires. The levels of leaderships and factors were considered from the score of answers and was clarified into 5 levels according to the Best's criteria (1977) as highest, high, moderate, low and lowest.

Quality of instrument
Content validity
The completeness and appropriateness of research instrument of language and content relevance of questionnaires were examined by thesis advisors and three experts. After researchers discuss with 3 experts and thesis advisors, some redundant questions will be revised.

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Reliablity

The research instrument was tried out at the university where similar to a university in Guangxi province with 30 lecturers to examine the construct reliability. The Cronbach's alpha coefficient from tried out was 0.947.

Results and Discussion

All 284 female lecturers in Guangxi university of finance and economic,China were included for study about leaderships and affecting factors that might affect leaderships of female lecturers.

Leadership levels of female lecturers

Table 6 shows that the overall level of leadership of female lecturers at a university in Guangxi province, China is at moderate level. Personalized consideration is at a high level. Inspiration and motivation is at a moderate level. Setting role model is at a moderate level. Creativity stimulation is at a low level.

General characteristics school information

The results on the frequency and percentage for the personal information collected from Guangxi university of finance and economic,China are shown in the table 7

Table 7 Frequency and percentage of female lecturers (n=284)

Inspiration and motivation	3.34	0.57	Moderate
Setting role model	3.2	0.77	Moderate
Creativi4.3ty stimulation	2.58	0.5	Low
Total	3.15	0.71	Moderate

General information		Frequency	Percentage
Age	Between 21 - 30 years old	108	38
	Between 31-40 years old	100	35.2
	Between 41-50 years old	33	11.6
	Above 50 years old	43	15.2
Educational level	Graduate(Bachelor degree)	155	54.6
	Postgraduate(Master degree)	78	28.2
	Doctorate(Doctoral degree）	27	9.5
	Other	24	7.7

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Work experience	Between1-10 years	185	65.1
	Between 11-20 years	61	21.5
	Between 21-30 years	20	6.7
	Above 30 years	18	6.7
Income	30000-50000 Yuan	112	36.6
	60000-100000Yuan	99	37.3
	110000-150000Yuan	13	4.9
	Above 150000Yuan	60	21.2
Marital status	Married	183	64.8
	Single	71	25.4
	Windowed	14	4.2
	Divorced	9	3.2
	Separated	7	2.4
Number of children	0	92	32.7
	1	127	45
	2	46	16.2
	More than 2	19	6.1

Table 7show that,from a total of 284 respondents,the majority of 108 or 38% are between 21-30 years old,while 100 female lecturers or 35.2% who age between 31-40 years old and 33 female lecturers or 35.2% who age between 41-50 years old.However,43(15.2%) female lecturers aged above 50 years old.The average age of female lecturers are 32.2 years old. Considering the sample of respondents,most of female lecturers (54.6%) hold bachelor degree,while some of female lecturers(28.2%) got master degree: only 27(9.5%) female lecturers completed doctoral degree and there has 20(7.7%) female teachers got other type of degree. The majority of female lecturers (65.1%) have between 1-10 years work experience in Guangxi university of finance and economic,China,following by 21.5% who had worked for between 11-15 years. And the similar group are the of 19 female teachers with between 21-30 years and above 30 years work experience.In term of income,the majority of 106 female lecturers (37.3%) earned an annual income between60000-100000 Yuan,following by 36.6% female lecturers earned an annual income between 30000-50000 Yuan,while the remaining 60female lecturers(21.2%) who earned an annual income above 150000 Yuan: only4.9% female lecturers earned between110000-150000 Yuan every year,while the average income of female lecturers are reported at 109102 Yuan per year.In term of marital status,the majority of 184(64.8%) female lecturers are got married,following by 72 female lecturers are single.There also have 4.2% of female lecturers are windowed :only 9 female lecturers are divorced, while the smallest group are 7 teachers who are separated. There are 143 female lecturers have 1 children in their family ,following by 32.7% of female lecturers do not have children according of number of children .However,there are 17 female lecturers who has more than 2 children in their family.

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 as shown in table 8

Table 8The psychological factors of higher education female lecturers **(n=284)**

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with an average mean score of 3.37 and a standard deviation of 0.70 as shown in table 9

Table 9 The social factors of higher education female lecturers **(n=284)**

Social factors of higher education female lecturers	Mean	S.D	Level of leadership
Support from organization	3.31	0.73	Moderate
Support from family	3.31	0.74	Moderate
Social stereotype	3.37	0.70	Moderate
Overall	3.33	0.63	Moderate

Note:1.00-1.80=Lowest 1.81-2.60=Low 2.61-3.40=Moderate 3.41-4.20=High 4.21-5.00=Highest

The relationship between social, psychological factors and leadership levels

This part demonstrated the correlation between related factors and level of leadership of female lecturers in Guangxi university of fiance and economic,China.The details of variable are shown in Table10and Table 11

Table 10The relationship between psychological factors and level of leadership of female lecturers in Guangxi university of fiance and economic,China.

Psychological factors	Level of leadership of female lecturers	
	Correlation coefficient	P-value
	0.643	0.00*

*significant at the 0.05 level

Psychological factors of higher education female lecturers	Mean	S.D	Level of leadership
Intrinsic motivation	3.39	0.68	Moderate
Extrinsic motivation	3.44	0.62	High
Personality	3.36	0.63	Moderate
Overall	3.40	0.53	Moderate

Note:1.00-1.80=Lowest 1.81-2.60=Low 2.61-3.40=Moderate 3.41-4.20=High 4.21-5.00=Highest

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 3.33and 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 3.31and 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 3.31and a standard deviation of 0.74, Social stereotype dimension in social factors of high education female lecturers was at a moderate level

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According to the Table 4.9,there are positive correlation between psychological factors and level of leadership of female lecturers at the significant level of 0.00.The correlation coefficient value of 0.643 indicated that female lecturers' towards psychological factors has moderate correlation with their perception toward level of leadership of female lecturers.

Table 11The relationship between social factors and level of leadership of female lecturers in Guangxi university of fiance and economic,China.

Social factors	Level of leadership of female lecturers	
	Correlation coefficient	P-value
	0.736	0.00*

*significant at the 0.05 level

Discussion

The result shown that level of leadership of female lecturers in personalized consideration is high and level of leadership of female lecturers in dimension of Inspiration and motivation ,Setting role model are moderate,especially level of leadership of female lecturer in creativity stimulation is low.That means that they can do really well in personalized considerations when they work.In addition,the female lecturers of Guangxi university of finance and economics can care about other people and help them solve the problem .In the meanwhile,they can support others people to develop and show their unique skills and behaviors at work as well.But they sometimes didn't pay attention to motivate their team members to accomplish predefined goals .Moreover,both of level of social factors and psychological factors are moderate.Most of family members of female lecturers in Guangxi university of finance and economics admire me when I work hard and support budgets for their work.In the meantime,most of their communities gives the equal opportunity to the men and women with similar background and experience.

Conclusion

It shown that the overall level of leadership of female lecturers in Guangxi university of finance and

economic,China are at moderate level.Most of female lecturers consider personalized.However,the level of leadership of female lecturers in dimension of creativity stimulation is low.Some of female lecturers are not used to supporting other people to develop new ways of dealing with organization issues and establishing goals for a project and explain the best way to accomplish these goals to my team members.And many female lecturers are effected by extrinsic motivation.They always are motivated to work harder because of rising salary and appreciation of superiors and getting more promotions .The most important is that age,educational level,work experience,marital status ,number of children has significant deference on level of leadership of female lecturers

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