Leadership Approaches and Management Skills of Women Administrators: Implications to Institutions' Gender and Development Program

Sherrilyn B. Quintos (EdD)
Bataan Peninsula State University, Philippines
sherrilynquintos@yahoo.com

Abstract – A study on leadership approaches and management skills of women administrators in selected State Universities and Colleges (SUCs) in Region III, Philippines was investigated. This study aimed to reveal if there is a significant difference in the perceptions of the women administrators and their subordinates regarding the former's leadership approaches and management skills. Fifty two (52) women administrators and six hundred twenty three (623) faculty members participated in the study from selected SUCs. A modified questionnaire was used as the main instrument in data gathering. Results revealed that there was a significant difference between the perceptions of the administrators themselves and the faculty members with regards to the former's leadership approaches. Apparently, there was significant difference on the perceptions of both the female administrators and faculty members in the management skills of the leaders except for Innovation where both parties agreed that the administrators were only very satisfactory in this regard. In all other areas, the leaders perceived themselves to be excellent whereas the faculty perceived them to be only 'very satisfactory'. The results only proved that women leaders can succeed and be competitive in the leadership arena.

Keywords – administrators, educational management, leadership, management skills.

INTRODUCTION

Organizations need to provide an environment for developing effective leadership. There should be an equal chance to perform as leader for both male and female having identical responsibilities.

Eagly et al (2010) argued that there is a reason behind the impact of gender roles on organization behaviour occurs, as people not only react to leaders in terms of gendered expectancies but the leaders respond too. Moreover, most have internalized their gender role to the greater extent. [1].

Education in the beginning of the new century faces a set of prevalent challenges and opportunities brought about by the concept of globalization and modern leadership. Global leadership as a concept involves the ability to inspire and influence the thinking, attitudes and behaviour of people from around the world. In a globalized world, it would mean holding a powerful position in politics, in a corporate world, in school or in institutions of higher learning. Bringing the concept into the forefront, leadership sometimes becomes a gender issue.

In a working environment confronted everyday with challenges, risks and the processes of applying the art of negotiations and decision making, the word leadership is mostly associated with masculinity. Men predominate in organizational hierarchies, along with the notion that leadership behaviour is believed to be inherent among men. The masculine norms have been set as a standard in management.

Women are usually stereotyped as less well-suited than men for leadership roles and that people perceive successful managers to have the characteristics typically associated with men. Culture dictates somehow that leaders need to be decisive, assertive and independent, whereas women are assumed to be friendly, caring and selfless. Relative to their male counterpart, women's persistent underrepresentation in leadership position signals that being a female is a liability.

Throughout human history, women have not traditionally been found as leaders, outside the family, in complex organizations – those corporations, legislatures, universities and financial institutions that greatly influence society [2].

In the educational sector, there are trends showing an increase in women in higher education, the private sector and research institutions around the world. In a global perspective, figures show that 57.9% of all conferred degrees are awarded to women, but still, women only make up 21.6% of the chief executive positions in institutions of higher education, 15% as academic officers and 27% serving as deans [3]. For women to achieve parity in universities, policy measures are needed, but so are practical and imaginative ideas that can be applied both locally and globally [4].

However, the issues of women empowerment and leadership have improved recently for women in the United States and in other parts of the world. In the Philippines, important legislations about gender equality and women empowerments have been enacted such as the Gender and Development Law and Women in Nation Building Law among others [5]. The current Philippine Plan for Gender-Responsive Development 1995-2025 outlines what the government must do to enable women to participate in and benefit from national development [6]. These gains do not necessarily translate into positive measurable changes in the roles and status of women [7]. For instance, according to the Commission on Higher Education, having more than 2,100 higher education institutions all over the country, only 39 percent or 850 institutions were led by women in 2011[8].

These perspectives on leadership and gender issues call for a more careful analysis on the leadership approaches and management skills of women and how they can have a fair share in the organization's hierarchy of leadership, hence this study.

OBJECTIVE OF THE STUDY

This study aimed to investigate the leadership approaches and management skills of women administrators as perceived by the faculty members and themselves and its significant difference as to the perceptions of the women administrators and their subordinates regarding the former's leadership approaches and management skills.

METHODS

The descriptive method of research was used in the study to determine the leadership approaches and management skills of women administrators.

There was a total of 675 respondents as the sample of the study whose composition is as follows: 52 women administrators and 623 faculty members of selected State Universities and Colleges (SUCs) in Region III. A stratified random sampling was employed in the study.

A modified questionnaire was used in gathering the data. The Leadership Approaches were taken in the book written by Northouse [10] entitled Leadership: Theory and Practice. For the management skills, the managers' self-assessment questionnaire [11] was considered by the researcher. Some items were deleted and only those which are important were considered. There were two (2) sets of questionnaires which were administered to two different groups of respondents. These questionnaires measured the leadership approaches and managements skills of women administrators which consist of two (2) parts. The first part dealt on the leadership approaches of women administrators which included their leadership approaches- trait leadership, skills inventory, path goal, transformational, style leadership, servant , team, psychodynamic and leadership ethics while the second part focused on the management skills of the female administrators identified as communication, decision making, developing others, integrity, motivation, planning and organizing, relationship building, innovation, strategic awareness and time management skills.

Items on the questionnaires were requested permission from the authors. Also, respondents in the study were briefed fully on the purpose and conduct of the research. It was made clear to them that participation was voluntary and they could withdraw from answering the questionnaires anytime,

Prior to the administration of the instrument, the questionnaire was subjected for content validity by the experts in the field. Also, a dry run was done involving 30 respondents represented by faculty members and non-teaching personnel.

Weighted mean with corresponding descriptive equivalent was utilized to describe the perceptions of the faculty members and women administrators themselves on the leadership approaches and management skills of women administrators.

Mann Whitney U Test, the non-parametric version of Independent Samples T-test, was used to determine if there are significant differences in the perceptions of the women administrators and their subordinates regarding the former's leadership approaches and management skills. Independent Sample T-test was not employed because its assumption of normality and homogeneity of variance were not met.

The given scales were used to interpret the result of the data gathered:

Scale of Means	Descriptive Equivalent	Implication
4.50 – 5.00	Strongly Agree (SA)	Outstanding (O)
3.50 – 4.49	Agree (A)	VerySatisfactory (VS)
2.50 – 3.49	Neutral (N)	Satisfactory (S)
1.50 – 2.49	Disagree (D)	LessSatisfactory (LS)
1.00 – 1.49	Strongly Disagree(SD)	NeedsImprovement (NI)

Scale of Means	Verbal Interpretation	Implication
4.50 – 5.00	Always (A)	Excellent(E)
3.50 – 4.49	Often (Of)	Very Satisfactory(VS)
2.50 – 3.49	Occasionally (O)	Satisfactory(S)
1.50 – 2.49	Seldom (S)	Less Satisfactory(LS)
1.00 – 1.49	Never (N)	Unsatisfactory(US)

RESULTS AND DISCUSSION

Table 1 presents the perceptions of faculty members and women administrators themselves on the leadership approach of women administrators.

Table 1. Summary of Perceptions on Leadership Approaches of Women Administrators

Leadership Approach	Admin.		Faculty Members		Total	
	CM	VI	CM	VI	CM	VI
1. Trait Leadership	4.54	O	4.18	VS	4.21	VS
2. Skills Inventory	4.53	O	4.23	VS	4.25	VS
3. Path Goal	4.06	VS	3.69	VS	3.72	VS
4. Transformational	4.57	O	4.14	VS	4.17	VS
5. Style Leadership	4.50	O	4.13	VS	4.15	VS
6. Servant	4.55	O	4.16	VS	4.19	VS
7. Team	4.66	O	4.15	VS	4.19	VS
8. Psychodynamic	4.53	O	4.12	VS	4.16	VS
9. Leadership Ethics	4.56	O	3.68	VS	3.74	VS
Composite	4.50	O	4.05	VS	4.09	VS

As gleaned from Table 1, the women administrators considered themselves outstanding in almost all the leadership approaches, except in path goal, while the faculty members perceived that they are only very satisfactory in these aspects. As shown, the administrators have an overall composite mean of 4.50 which indicates outstanding rating while the faculty members have 4.05 which implies very satisfactory remark.

In particular, the women administrators are most satisfied with team leadership approach having a composite mean of 4.66. This is followed by transformational leadership with a mean of 4.57, and then leadership ethics with a mean of 4.56. On the other hand, they are least satisfied with their own performance with respect to path goal having a

composite mean of 4.06; nonetheless, they are still very satisfied with this area.

For the faculty members, they are most satisfied with the women administrators' skills inventory having the highest composite mean of 4.23. This is followed by trait leadership with a mean of 4.18 and then servant leadership with composite mean of 4.16. On the other hand, they are least satisfied with the administrators' leadership ethics with composite mean of 3.68 and then on path goal with composite mean of 3.69.

Overall, a very satisfactory rating for leadership approaches reflects the kind of leadership that women administrators display in the organization. Although leadership is a male dominated activity, Luna (2012) argued that what made Filipina leaders unique was the expectations to carry out other roles than educational leader – being a homemaker, a mother, and a nurturer of sorts [11]. Further, he stated that the perceptions and expectations of their industry peers, organizational colleagues and subordinates enhanced Filipina leadership effectiveness so, it may be deduced that the combination of these characteristics summed up the expectations of the faculty members and the administrators themselves in terms of the different leadership approaches considered in the present study.

Several studies can be cited to support the findings of the current study. For instance, Novestera (2008) cited that on the leadership styles of the school heads, transformational leadership was evident. These involved charisma, demonstration of high standards of ethical and moral conduct, manifestations of self-sacrifice, served as role models and being consistent with decision-makings were described to be always practiced. [12]. The same findings can be noted in the present study. Another study that had similar findings was conducted by Doctor (2010) when he found out that female administrators in State Colleges in Manila have a very satisfactory (often) ratings in terms of their technical, interpersonal and conceptual skills. [13].

Table 2 summarizes the perceptions of faculty members and women administrators themselves on the management skills of women administrators.

As summarized in the table below, the faculty members are very satisfied with the management skills of the women administrators as indicated by the composite means for each area as well as the overall composite mean of 4.24. The women administrators considered themselves to have excellent management skills in most of the areas of management and have an overall composite mean of 4.58 which indicates excellence.

Table 2. Summary of Perceptions on Management Skills of Women Administrators

Management Skills	Admin.		Faculty Members		Total	
	CM	VI	CM	VI	CM	VI
1. Communication	4.52	E	4.22	VS	4.25	VS
2. Decision-Making	4.51	E	4.15	VS	4.18	VS
3. Developing Others	4.61	E	4.19	VS	4.22	VS
4. Integrity	4.66	E	4.21	VS	4.25	VS
5. Motivation	4.64	E	4.19	VS	4.23	VS
6. Planning and Organizing	4.62		4.27	VS	4.29	VS
7. Relationship Building	4.58	E	4.27	VS	4.29	VS
8. Innovation	4.46	VS	4.29	VS	4.30	VS
9. Strategic Awareness	4.58	E	4.26	VS	4.28	VS
10. Time Management	4.58	E	4.31	VS	4.33	VS
Composite	4.58	E	4.24	VS	4.26	VS

Specifically, the administrators provided the highest mean rating of 4.66 on Integrity, then on Motivation with mean of 4.64 and on Planning and Organizing with mean of 4.62. Their lowest mean of 4.46 is on Innovation which they considered themselves to just be very satisfactory, not excellent, unlike in all other areas.

For the faculty members, they are most satisfied with the women administrators' Time Management with the highest mean of 4.31 and on Innovation with a mean of 4.29. These are followed by Planning and Organizing, and Relationship Building, both mean of 4.27. On the other hand, their lowest mean of 4.15 is on Decision Making and then on both Developing Others and Motivation having mean scores of 4.19.

Interestingly, of all the management skills, the administrators rated themselves in the area of Innovation being the lowest which gave them only 'very satisfactory' rating compared to the rest of the skills which are all excellent. It can be pointed out that in this area administrators feel the need to further hone their skill. As it is necessary to keep abreast with current innovations and changes in the workplace, it is also a must for somebody in the leadership position to innovate himself and the organization. As defined by Birkinshaw and Mol (2008), management innovation means implementation of management practice, process or technique that is new to the state of the art and is intended to further organizational goals[14].

Table 3 presents the comparison of the perceptions of faculty members and women administrators themselves on the leadership approaches of women administrators in terms of trait leadership, skills inventory, path goal, transformational, style leadership, servant, team, psychodynamic and leadership ethics.

By inspection, it is evident that women administrators have higher mean ratings compared to the faculty members in all the leadership approaches.

Table 3. Comparison on Perceptions on Leadership Approaches of Women Administrators

Leadership Approaches	Group	N	Mean	Mean Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)	Remarks
Trait	Administrators	52	4.54	447.66	10495.50	.000	Significant
	Faculty Members	623	4.18	328.85			Reject Ho
Skills inventory	Administrators	52	4.53	435.89	11107.50	.000	Significant
	Faculty Members	623	4.23	329.83			Reject Ho
Path goal	Administrators	52	4.06	463.21	9687.00	.000	Significant
	Faculty Members	623	3.69	327.55			Reject Ho
Transformational	Administrators	52	4.57	470.21	9323.00	.000	Significant
	Faculty Members	623	4.14	326.96			Reject Ho
Style	Administrators	52	4.50	438.63	10965.50	.000	Significant
	Faculty Members	623	4.13	329.60			Reject Ho
Servant	Administrators	52	4.55	450.32	10357.50	.000	Significant
	Faculty Members	623	4.16	328.63			Reject Ho
Team	Administrators	52	4.66	487.88	8404.00	.000	Significant
	Faculty Members	623	4.15	325.49			Reject Ho
Psychodynamic	Administrators	52	4.53	459.08	9902.00	.000	Significant
	Faculty Members	623	4.12	327.89			Reject Ho
Ethics	Administrators	52	4.56	506.83	7419.00	.000	Significant
	Faculty Members	623	3.68	323.91			Reject Ho
Overall	Administrators	52	4.50	526.26	6408.50	.000	Significant
	Faculty Members	623	4.05	322.29			Reject Ho

However, mean ratings were not used for the comparison considering that the data did not comply with the homogeneity of variance assumption of Independent Samples T-test. Hence, mean ranks were utilized for comparison.

As revealed in the table, the administrators' overall mean rank of 526.26 is significantly higher compared to that of the teachers' with overall mean rank of 322.29. Mann-Whitney U statistic of 6408.50 is significant at 0.01 level, though set level of significance is 0.05. Hence, the null hypothesis of no significant difference between women administrators and faculty members on the overall leadership approach of women administrators is rejected. The data provided sufficient evidence to show that women administrators provided higher regard or satisfaction with their own overall leadership approach compared to how the teachers viewed their performance in this respect.

This result holds true for each of the areas of leadership – trait leadership, skills inventory, path goal, transformational, style leadership, servant, team, psychodynamic and leadership ethics.

Table 4 presents the comparison of the perceptions of faculty members and women administrators themselves on the management skills of women administrators in terms of communication, decision-making, developing others, integrity, motivation, planning and organizing, relationship building, innovation, strategic awareness, and time management.

As gleaned from the table, the administrators' overall mean rank of 466.68 is significantly higher compared to that of the teachers' with overall mean rank of 327.26. Mann-Whitney U statistic of 9506.50 is significant at 0.01 level, though the set level of significant is 0.05.

Table 4. Comparison on Perceptions on Management Skills of Women Administrators

Management Skills	Group	N	Mean	Mean Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)	Remarks
Communication	Administrators	52	4.52	430.99	11362.50	.000	Significant
	Faculty Members	623	4.22	330.24			Reject Ho
Decision- Making	Administrators	52	4.51	447.79	10489.00	.000	Significant
	Faculty Members	623	4.15	328.84			Reject Ho
Developing Others	Administrators	52	4.61	445.63	10601.50	.000	Significant
	Faculty Members	623	4.19	329.02			Reject Ho
Integrity	Administrators	52	4.66	449.63	10393.50	.000	Significant
	Faculty Members	623	4.21	328.68			Reject Ho
Motivation	Administrators	52	4.64	450.62	10342.00	.000	Significant
	Faculty Members	623	4.19	328.60			Reject Ho
Planning and Organizing	Administrators	52	4.62	421.89	11835.50	.001	Significant
	Faculty Members	623	4.27	331.00			Reject Ho
Relationship Building	Administrators	52	4.58	410.73	12416.00	.004	Significant
	Faculty Members	623	4.27	331.93			Reject Ho
Innovation	Administrators	52	4.46	373.95	14328.50	.149	Not significant
	Faculty Members	623	4.29	335.00			Do not reject Ho
Strategic Awareness	Administrators	52	4.58	415.67	12159.00	.002	Significant
	Faculty Members	623	4.26	331.52			Reject Ho
Time Management	Administrators	52	4.58	400.67	12939.00	.013	Significant
	Faculty Members	623	4.31	332.77			Reject Ho
Overall	Administrators	52	4.58	466.68	9506.50	.000	Significant
	Faculty Members	623	4.24	327.26			Reject Ho

Hence, the null hypothesis of no significant difference between women administrators and faculty members on the overall management skills of women administrators is rejected. The data provided sufficient evidence to show that women administrators provided higher regard or satisfaction with their own overall management skills compared to how the teachers viewed their performance in this respect.

Similarly, women administrators have significantly higher mean ranks than faculty members with respect to communication skills, decision making skills, skills in developing others, integrity, motivational skills, planning and organizing skills, relationship building skills, strategic awareness, and time management.

However, in terms of innovative skills, there is no significant difference in the perception of the administrators and faculty members as manifested by the Mann-Whitney U test value of 14328.50 significant at 0.149 which is greater than 0.05 level. As shown, both considered the innovation management skills of women administrator to be very satisfactory. As mentioned before, this was the only area where female administrators found themselves lacking compared to other competencies.

Management as a dynamic process is always evolving to meet the challenges of an ever-changing and demanding environment. The contributions of so many extrinsic as well as intrinsic factors that come into foreplay put on pressures on the one leading the organization. Educational leaders are not exempted to this, being in the center of authority in the university. They are being constantly scrutinized and evaluated by the academic community as to the effectiveness of their management skills as well as leadership approaches. The results and finding of this study open new avenues to better understand these concepts particularly on women leadership.
Overall, the significant differences recorded between perceptions of the administrators and faculty members in almost all of the skills except for Innovation.

Implications of Findings to Educational Management and Gender Development Program

The women administrators included in this study were constantly rated to have an overall 'very satisfactory' ratings in all areas of leadership approaches and management skills. The results only proved that it's not an issue of gender as the findings revealed, it's more of what the leaders can offer – their analytical, human, conceptual and specialized skills. It's about the overemphasized feminine relationship-building skills compared to masculine competitive

instincts. Given the level playing field, with all the resources at hand, women leaders would excel.

As such, increasing female species in the aspects of leadership maybe the call of the time. The university may think of creating more opportunities for women to participate and share their art of leadership to staff and faculty members. Provisions for more trainings and creation of a distinct programs for this purpose will help boost the self-esteem of women aspiring to be leaders.

It maybe timely to look into the Gender Development Program of the university, and put this as a priority – the inclusion of developing more women leaders in the academe. As the findings of the study would show, subordinates are longing for change in leadership, one that is far different from the usual top down traditional method of managing people. A more sociable, reflective, practical, future-oriented, firm, humane, structured, flexible, open and with multiple outputs are what the university should aim for its leaders.

CONCLUSION

The results and finding of this study open new avenues to better understand these concepts particularly on women leadership.

The women administrators included in this study were constantly rated to have an overall 'very satisfactory' ratings in all areas of leadership approaches and management skills. The results only proved that women leaders can succeed and be competitive in the leadership arena usually described as somewhat a "masculine" world. It's not an issue of gender as the findings revealed, it's more of what the leaders can offer – their analytical, human, conceptual and specialized skills. It's about the overemphasized feminine relationship-building skills compared to masculine competitive instincts. Given the level playing field, with all the resources at hand, women leaders would excel.

As such, increasing female species in the aspects of leadership maybe the call of the time. The university may think of creating more opportunities for women to participate and share their art of leadership to staff and faculty members. Provisions for more trainings and creation of a distinct programs for this purpose will help boost the self-esteem of women aspiring to be leaders.

\It maybe timely to look into the Gender Development Program of the university, and put this as a priority – the inclusion of developing more women leaders in the academe. As the findings of the study

would show, subordinates are longing for change in leadership, one that is far different from the usual top down traditional method of managing people. A more sociable, reflective, practical, future-oriented, firm, humane, structured, flexible, open and with multiple outputs are what the university should aim for its leaders.

RECOMMENDATION

With the above findings, the following recommendations are hereby presented: administrators should constantly monitor and evaluate their performance and provide ways and means to update and upgrade themselves with current trends in leadership and management; attendance to international trainings and seminars should be encouraged; the Gender and Development (GAD) Programs of the different universities should be intensified such that the goal should be adding more equality in the workplace when it comes to gender issues in leadership and redefining traditional gender role expectations. Women in the organization should be given fair chance and opportunity to prove themselves if found to have potentials of becoming a good leader. GAD programs should be directed towards this end and lastly, it may be interesting to conduct a comparative study between male and female leaders to find out how they could further complement each other's skills for the betterment of the organization.

REFERENCES

[1] A.H Eagly & J.L.Chin. .Diversity and Leadership in a Changing World. American Psychologist, 65(3), 2010. Retrieved from 24 March 2019

[2] Encyclopedia of Business, 2nd Edition,.Retrieved: 07 July 2014.

[3] National Center for Education Statistics. Digest of Education Statistics, 2007.

[4] http://nces.ed.gov/programs/digest/d06/tables/dt06-229.asp?reference=list. Retrieved:06 July 2014.

[5] Louise Tickle. Gender Equality in Higher Education Must be made a Global Priority. Higher Education Network, 2013. theguardian.com. Retrieved: 09 July 2014.

[6] Bernadette M. Gavino-Gumba. Gender Equality in Higher Educational Institution: A Case in the Philippines.Journal of Education, Arts and Humanities, 2013. https://www.watchpub/jeah/index.htm. Retrieved: 05 July 2014.

[7] United Nations Statistics Division. The World's Women 2010: Trends and Statistics,2010.unstats.un.org/unsd/demographic/prod ucts/worldswomen/executive%20summary.htm. Retrieved: 09 July 2014.

[8] United Nations Development Program in the Philippines, 2012.www.undp.org.ph.Retrieved: 09 July 2014.

[9] Liz Gooch. Asia Pacific: Philippines Leads Pack in Promoting Female Academics. New York Times, 2012.www.nytimes.com/2012/11/26/world/asia/philippines.Retrieved: 07 July 2014.

[10] Northouse, P. G. (2010). Leadership: Theory and Practices, 5th Edition. Sage Publications, Inc..

[11] http://www.appraisal360.co.uk/products/360-degree-feedbackinstant360:Retrieved:20 July 2014.

[12] Katrina Luna Educational Leadership in the Philippines. 2012. Retrieved from Lunakatrina. blogspot.com/2012/10/educational-leadership-in-Philippines.html.

[13] Arsenio P.Novestera. Leadership Styles and Competencies of Private Secondary School Principals of Region III and Their Relationship to the Capability of the Professional Staff as Learning Community: A Basis for Leadership Development Program. (Unpublished Doctoral Dissertation, Tarlac State University, Tarlac City,2008).

[14] Jinamarlyn B.Doctor. Managerial Skills and Functions of Female Administrators in Selected State Colleges in Metro Manila: Basis for Management Training Program. (Unpublished Doctoral Dissertation, EARIST, Sampaloc, Manila, 2010).

[15] Hamel J.Birkinshaw and M.J. Mol. Management Innovation. Academy of Management Review. 2008.