

Woman-Leaders in State Universities and Colleges in the Province of Pangasinan, Philippines

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Abstract. The changing role of women in nation building is one of the areas that need to be considered in modern society. Today women are found occupying high positions in various private and public organizations. They are found successfully thriving in business, agriculture, arts and culture and the academic institutions. In fact, teaching profession is still found to be female-dominated profession [5]. This paper determined the personal and professional attributes of woman-leaders in state universities and colleges in the province of Pangasinan, Philippines. Woman-leaders considered are the Vice Presidents for Academic Affairs, Campus Executive Directors, Deans, Department Chairs, Principals and Program Heads. It also assessed their level of performance along their administrative functions namely: instruction; research; extension; production and finance; and community outreach activity. The study used the descriptive and evaluative methods of research. A questionnaire checklist was used to gather data. To establish reliability of evaluation and to avoid bias of self-rating scheme, woman-leaders were rated by their direct subordinates that include faculty and staff in their respective department. Profile of the respondent-evaluators that include faculty members and staff were also described. It further tested significant relationship between woman-leaders' personal and professional attributes and their level of performance of their administrative functions. It also tested significant difference on the perception made by the respondents-evaluators on woman-leaders personal and professional attributes across their profile variables. Finally, it examined significant differences on the perception made by the respondent-evaluators on the woman-leaders performance of their administrative function across their profile variables. The salient findings of this study are as follows: The faculty and staff evaluators are reliable evaluators of woman-leaders, being under their direct supervision. They are described as relatively single and young female instructors who completed bachelor degree from state-run universities. They have been in the service for less than ten years and received a minimal salary. Woman-leaders demonstrated Outstanding personal and professional attributes. They demonstrated Outstanding performance on their administrative functions except in research presentation and publication in the national and international journals where they are rated Highly Satisfactory. The performance of woman-leaders in instruction is highly influenced by their personal and professional attributes like justice and integrity; responsible and receptive; and compassion and team building. The study also found out that the younger faculty respondents have higher perception of the women leaders attribute as "responsible and receptive" compared to the perception of the older respondent-evaluators. This study further revealed that those who are at most five years in their position have higher perception of the woman-leaders attribute along "compassion and team building" compared to the perception of those who were in their position for longer years. Statistics finally concluded that those who have bachelors degree as their highest educational attainment have higher perception of the woman-leaders performance of their administrative functions compared to the perception of those who have taken master and doctoral units/degrees. Also those who are at most five years in their position have higher perception of the woman-leaders' performance of their administrative functions along "extension, production and financial management and community and outreach activity", compared to the perception of those who were in their position for longer years. The study concluded that the perception on the performance on woman-leaders' personal and professional attributes varies across the profiles age and years in position of the respondent-evaluators. Likewise the perception on the

performance on woman-leaders administrative functions varies across the profile educational attainment of the respondent-evaluators.

Key words: women, leaders, woman-leaders, women-attributes, women- academic performance, women-administrative performance

INTRODUCTION

Massive changes in the world means today's leaders are facing challenges they could not even imagine just a few years ago. Social media, globalization, mobile commerce, geopolitical wars, renewable technologies and smart machines, outsourcing, climate change and resource scarcity are some of the major concerns that need to be considered by modern time leaders [1]. Some historians and other scholars believe our world is undergoing a transformation more profound and far-reaching than any experienced since the dawn of the modern age and the Industrial Revolution more 500 years ago. Today's leaders operate in a world where little certain, the pace is relentless and everything is more complex [2]. The call now is to respond to the demands of the technological age and to those of the global economy. Along these challenges and transformations, is gender equality, where women who play significant role in the world of work and who claimed to be highly qualified and experienced, do not gain the highest post and equal pay.

The significant role of women in nation building cannot be overly emphasized. Women have made enormous strides in recent decades, as they entered and rose through ranks of corporations to attain leadership positions. However, disparity evidently exists in most of organizations including academia. Educational institutions of higher learning are found to be wanting and are faced with same dilemma. Despite the number of women in business schools, and in lower and middle management positions, the status of women at the top of corporate arena has not increased as expected.[3]. Despite the efforts that have been made by governments and institutions to bring about equality for women in the workplace, there remain some areas of the labour market that have not responded to those pressures. One such area is higher education and particularly so in terms of leadership positions. Women have made tremendous progress toward gaining economic equality during the last several decades. Nonetheless, throughout the United States alone, women earn less; are less likely to own business and more likely to live in poverty than men. Disparities abound regionally and by state, and, even more profoundly, race, ethnicity continue to shape women's economic opportunities [4].

Many studies acknowledged the importance of women participation in the world of work especially along the academe. Some studies looked into the major changes in the attitude to women in senior positions in academia. Some of the studies that delved into the issues on gender equality include among others an extensive study [5] in America, to which among its salient findings posited: There has been a phenomenal increase in the participation of women in American higher education over at least the last two decades, as students, faculty and administrators. However, it also found out that participation of women is clearly negative: A higher percentage of women than men are employed at lower-paying colleges and universities, and in each of these jobs women are paid less than men. It concluded that the teaching disciplines continue to be gendered, with women representing a much higher percentage of faculty in education and the social sciences and much lower percentage in the sciences. Another study [6] on American higher education gave light on historical role of women in higher education in United States. Historically, females, as compared to males, have represented a lower percentage of college professors and administrators in the United States. The tendency for males to outnumber females in the professoriate and college administration has existed since United States higher education institutions formed in the early 1800s and still persists today. Fluctuations in women's participation rate have been influenced by the economy's history and society's expectations of females.

A similar study [7] was conducted in China that offered a detailed study of educational opportunities and employment prospects for women. The study concluded among others that as more female students are provided with more and better opportunities in education, a main challenge remains for women as professionals to be offered more and better development opportunities outside education and in society at large. Equal work for equal pay in general is still not a reality in China., whether for women with or without higher education qualifications. Moreover, women remain in the minority in senior academic and administrative group, and leadership is still more difficult for women professionals to achieve both within and beyond the higher education sector. Further, gender

disparity in graduate employment is a complex result of the combined forces of individual ability and effort, organisational and industry policy, macro-economic, political and legal institutions as well as social and cultural norms. In Saudi Arabia, the condition of women found holding lower level positions same true as revealed by a study [8] which observed that the rise in educated women and female faculty is not matched by the proportion of women in higher education leadership. Although education is one of the few careers available to women, more women have not advanced into educational leadership. One key explanation is that women have been prevented from occupying positions of leadership in Saudi Arabia due to strict cultural conventions and legislative restrictions. The education system itself subjugated women to ensure that at every level of competence and leadership there will be a place for them that is inferior and subordinate to the positions of men. . The same condition exists in Jordan, where a study [9] conducted confirmed that the obstacles of Jordanian women leadership are heavily relying on socio cultural factors and employers' practices and policies. In Europe, a similar study [10] examined the ability of women to respond to the demands and pressures of the technological age. The study concluded that gender equality is far from being an end in itself, especially in the current era. It recommended that it is now urgent that qualified women can make their optimal contribution to the critical decision-making processes of national and international development.

More and more studies were conducted that looked into the women participation and determined the factors that may hinder or influence women equality. While early studies presented showed existence of gender equality in higher education like in America, China, Saudi Arabia, Jordan and Europe due to many factors among which teaching disciplines continue to be gendered in America; equal work for equal pay in general is still not a reality in China;. And in both Saudi Arabia it is due to strict cultural conventions and legislative restrictions. Other studies were focused on leadership attributes and leadership style affecting gender imbalance. A recent study [11] concluded that the transformational leadership style adopted by universities has huge rewards for gender equality. Findings revealed that an open door policy where employees had direct interaction with the university leadership was being promoted as a way of prompting transparency and gender equality regardless of an employee position. It further concludes that male hegemony is still rife within the university environment and this is causing lack of acceptance of females in positions of leadership and is promoting persistence of lack of gender knowledge. This is an indication that transformational leadership and commitment to promoting gender equality and a gender responsive organizational culture is yet to be deeply engrained in some university structures. There is still too much micro-politics promoting the existing status quo and undermining female capabilities. A related study [12] on leadership, was conducted to look into both inside and outside the academy, that has been observed as male-centric, in that it most often has been conducted by men and focused on male leaders. As a result, male behaviours and characteristics in leadership roles have been the standard against which women leaders are assessed. Women possess great potential to be transformative leaders in the academy at a time when their talents are much needed. Because they have not been socialized in accordance with the male-centric leadership model, they are relative outsiders who must forge new ways of leading. Women have more freedom than their male counterparts to "role-make" as opposed to "role-take." Concluding Thoughts the authors believed that careful, systematic self-reflection and analysis also yields insights valuable for understanding one's own career and guiding and mentoring others.

On the same note, a study [13] was conducted with the primary objective to determine association between women leadership in the higher education system. Higher education has altered drastically this past several years via globalization and technology advancement. This does not only mean that there are university students from various and different international, racial. Religion and gender background and cultures, which require education leaders to become competent in cross cultural awareness, but globalization requires that the students can also understand the cultural differences among the peers. This requires higher education leaders to work in a multicultural educational environment, which encompasses race, gender, ethnicity, sexual orientation, and age, consequently diversity which is achievable via a communal way of leadership and communication group work, and collaboration are vital to helping leader foster irrelativeness and understanding among them and help create an environment friendly to all stakeholders within the educational realm. Women can do this and are needed in the top ranks to help bring higher educational organizations at high levels via their contributions, as they "bring diverse strengths, perspective and innovation to the exercise of leadership. The study [14] of Malaysia offered a government backed research initiative which is aimed at improving the lot of academic women in the country. Women when asked consider the following factors that impede their entry to senior positions in higher education: the power of the socio-cultural; personal/psychological attributes and qualities; academic capital; skills;

competencies and dispositions; power relations; affective load; social relations and social capital and structural factors. A significant observation reported a range of casual discriminatory practices in the appointment of professors that eluded formal protocols and objective criteria. The association of men, rather than women, with leadership authority and the internalized oppression that meant women did not always value other women. There is a preference towards having male bosses than female ones. On personal and psychological factors self-efficacy was emphasized. Women need to believe in themselves. Women were also positioned as reluctant to opt for high profile positions. The women themselves are reluctant to be a leader. Among recommendations forwarded: gendered change is not just counting different bodies into leadership positions, but about changing the values that inform and drive leadership in today's neo-liberised higher education sector. In an essay [15] written and published, the author formulated 16 insights/advice for women leaders in the academe among others ; 1) Prepare to be treated as the living incarnation of stereotypes including "administrator," "woman," and probably worse, "woman administrator" - but probably not "leader," which is reserved for men. Those stereotypes underlie the double standard: Leader-like qualities are praised in men because they are stereotype-consistent, yet the same qualities are held against women, because they are stereotype-inconsistent. As a result, women still occupy far fewer leadership positions and earn significantly less than men. 2) Always maintain your tenured line and your scholarship, because they are your largest sources of respect, strength and courage. Then, do the Right Thing.

Based on the foregoing literature and studies, it is necessary to have an assessment of the woman - leaders in the academe particularly in the higher educational institution to look further into the factors that may hinder women from occupying high positions in the organization; and further look into the variables that maybe correlated with their performance of their leadership roles. It is the primary aim of the present study to determine how the faculty and staff assessed the personal and professional attributes of their female leaders; how they demonstrated their performance on the major functions as administrator along instruction, research, extension and community outreach and production and finance. It also tested correlation between the woman-leaders personal and professional attributes and their level of performance of the major functions as administrator. Test of differences on the perception on woman- leaders' attributes and level of performance of their major functions as administrator were likewise made when respondents are grouped according to their profile.

OBJECTIVES OF THE STUDY

This paper determined the personal and professional attributes of woman- leaders in state universities and colleges in the province of Pangasinan, Philippines. Personal and professional attributes considered are commitment and professionalism; justice and integrity; responsible and receptive; and compassion and team building. Woman-leaders assessed include the Vice Presidents for Academic Affairs, Campus Executive Directors, Deans, Program Deans, and Department Chairs. It also assessed their level of performance of their administrative functions namely, instruction, research, extension, community outreach, and production and finance. The study used the descriptive and evaluative methods of research. A questionnaire checklist was used to gather data. To establish reliability of evaluation and to avoid bias of self-rating scheme, woman- leaders were rated by their direct subordinates that include faculty and staff in their respective department. Profile of the evaluators were also described. It further tested significant relationship between woman-leaders' personal and professional attributes and their level of performance of their administrative functions . It finally tested differences on the perception of respondent between woman - leaders attributes and performance of their administrative functions when respondents are grouped across their profile variables.

METHOD

The study made use of the descriptive and evaluative methods of research. The descriptive research was utilized to describe the profile of the respondents. The evaluative method of research was used in determining the level of performance of the woman-leaders personal and professional attributes; and the woman-leaders level of performance of their administrative functions . It further tested significant relationship between the woman-leaders' level of performance on personal and professional attributes and their level of performance of their administrative functions.

The subject of the study are all the women-leaders that include the Vice Presidents for Academic Affairs, Campus Executive Directors, College Deans, Program Deans, Department Chairs, Principal and Program Head from the three (3) universities and colleges in the province of Pangasinan namely Pangasinan State University;

Urdaneta City University; and the University of Eastern Pangasinan. There was a total of 136 faculty and non-teaching - respondents randomly selected from the College of Education in the three mentioned universities. Gathering of data was conducted during the month of October 2019. Woman –leaders were evaluated by their immediate subordinates. Profile of the faculty and staff were described to establish credibility as evaluators. Information on profiles of the respondents as well as the level of performance of woman-leaders personal and professional attributes; and their level of performance of their administrative functions were gathered with the use of a teacher- made Questionnaire Checklist. The data on the respondent-evaluators profiles were interpreted base on frequency counts and their equivalent in percent. The data on the level of performance along woman-leaders’ attributes and level of performance of their administrative functions were quantified using the score of 20 items (5 for each category) with a five-point Likert Scale as follows: Legend: 1-1.8= Poor (P); 1.81-2.6=Fair (F); 2.61-3.4=Satisfactory (S); 3.41-4.2= Highly Satisfactory (HS); 4.21-5= Outstanding (O) The responses to all items were analyzed using the Average Weighted Mean. . Pearson Product Moment Coefficient or r was used to determine the relationship between the woman-leaders’ level of personal and professional attributes and their level of performance of their administrative functions. . SPSS was used to interpret all data.

RESULT AND DISCUSSION

Table 1 Demographic and Educational Profile of the Respondent-Evaluators

Profile Variables	Category	F	%
Sex	Male	51	37.5
	Female	85	62.5
Age	20-29	83	46.3
	30-39	30	22.1
	40-49	26	19.1
	50-59	11	8.1
	60 & above	6	4.4
Civil Status	Single	75	55.2
	Married	56	41.2
	Widowed	3	2.2
	Separated	2	1.4
Highest Educational Attainment	BS	36	26.4
	BS wd Master units	24	17.6
	Master	30	22.1
	Master wd Doctoral units	23	16.9
	Doctoral	23	16.9
Type of University	State-run	114	83.8
	Semi-state run	22	16.2
Present Position/Rank	Non-Teaching Staff	7	5.1
	Instructor	98	72.1
	Assistant Professor	20	14.7
	Associate Professor	10	7.4
	Professor	1	0.7
Length of Service in the Government	<10	97	71.3
	11-20	25	18.4
	21-30	9	6.6
	31-40	5	3.7
Monthly Income (PhP)	< 20,000	7	5.1
	20,000- 30,000	98	72.1
	30,001-40,000	16	11.8
	40,001-50,000	7	5.1
	50,001- 60,000	2	1.5

60,000 & above

6

4.4

Table 1 presents data on the demographic and educational profile of the respondent-evaluators. The demographic profile include sex, age, and civil status. Educational profile include their highest educational and the type of university they serve. As gleaned from Table 1, there are 85 or 62.5 females and 51 or 37.5 males. Data revealed that majority of the respondent-evaluators are female. This supports a recently research finding claiming that teaching profession is still found to be female-dominated profession [5]. Also presented in Table 1 is the profile age of the respondents which shows that there are 83 or 46.3% whose age ranged from 20-29. This is followed by 30 or 22.1% who belong to age bracket 30-39. It could be noticed that there are only 6 or 4.4% whose age ranged from 60 & above. Data indicates that most of the respondents are relatively young. On same Table presents the profile of the respondent on civil status. It could be observed from the data that there are 75 or 55.2% single. This is followed by married (56 or 42.1%). The rest are either widowed (3 or 2.2% and separated (2 or 1.4%). Data revealed that most number of respondent-evaluators are single.

Table 1 further presents data on the education profile of the respondent-evaluators. It shows that there are 36 or 26.4% who are holders of Bachelors Degree; followed by 30 or 22.1% who are holders of Master Degree. The rest are almost equally distributed in terms of educational attainment: BS with master units (24 or 17.6%); master with doctoral units and doctoral (both are 23 or 16.9%). It could be deduced from the data that the respondents are nearly equally distributed in terms of the number and percentage of Bachelors and Master degree holders. This is in response to the University policy promoting that the minimum educational requirement for those teaching in the higher education institutions is at least master degree holders. Table 1 finally presents information on the type of institution they serve. Data revealed that there are 114 or 83.8% state-run while only 22 or 16.2% semi state run institutions. This indicates that a great number of the respondent-evaluators serve in the national government institutions.

Table 2 Employment Profile of the Respondent- Evaluators

Present Position/Rank	Non-Teaching Staff	7	5.1
	Instructor	98	72.1
	Assistant Professor	20	14.7
	Associate Professor	10	7.4
	Professor	1	0.7
Length of Service in the Government	<10	97	71.3
	11-20	25	18.4
	21-30	9	6.6
	31-40	5	3.7
Monthly Income (PhP)	< 20,000	7	5.1
	20,000- 30,000	98	72.1
	30,001-40,000	16	11.8
	40,001-50,000	7	5.1
	50,001- 60,000	2	1.5
	60,000 & above	6	4.4

Table 2 presents information on the employment status of the respondent-evaluators in terms of their present position/rank;; length of service in the government; and monthly income. Data show that along length of service in present position, there are 98 or 72.1% instructors, 20 or 14.7%; assistant professor; 10 or 7.4 associate professor; and thinly distributed are and non teaching (7 or 5.1%) and the professor (1 or 0.7%). Data deduced that the greatest number of respondent-evaluators are instructors. Table 3 further presents the information on the respondents length of service in government. Data show that there are 97 or 71.3% of the respondent-evaluators who are serving in their present position for <10 or less than 510years. the rest are serving from 11-20 years (25 or 18.4%, 21-30 years (9 or 6.6%) and 31-40 years (5 or 3.7%). years (14 or 10.3 %);. There are only 2 or 1.5% who have been in their present position for more than 20 years. .

Table 3 Level of Performance of Woman- Leaders’ Personal and Professional Attributes

Commitment and Professionalism	WM	Descriptive Rating
1. Accepts and implements educational innovations beneficial to common good.	5.00	O
2. Accepts additional duties and responsibilities in the context of her job.	4.68	O
3. Renders service beyond regular time/days.	4.66	O
4. Undertakes activities toward her professional growth.	4.65	O
5. Sacrifices personal benefits for the sake of the majority.	4.50	O
Overall Weighted Mean	4.70	O
Justice and Integrity		
1. Respects the rights of the pupils/students.	4.78	O
2. Respects the rights of her subordinates and colleagues.	4.74	O
3. Behaves with honour and dignity in her daily transactions.	4.74	O
4. Maintains positive working relationships with co-workers.	4.71	O
5. Observes transparency in all her transactions.	4.69	O
6. Refrains from coercive behaviour.	4.67	O
Overall Weighted Mean	4.72	O
Responsible and Receptive	WM	Descriptive Rating
1. Acknowledge performance of subordinates and colleagues.	4.71	O
2. Makes decisions aligned to the vision and values of the organization.	4.68	O
3. Maintains confidentiality and sensitive information.	4.67	O
4. Accepts consequences of wrong decisions made.	4.63	O
5. Exhibits flexibility and is open to changes and new challenges.	4.63	O
Overall Weighted Mean	4.66	O
Compassion and Team Building		
1. Respects other people’s decision/opinions.	4.65	O
2. Facilitates cooperation and teamwork.	4.64	O
3. Shows a genuine interest to all employees and the organization.	4.63	O
4. Observe consultative decision-making	4.63	O
5. Prioritize needs of employees over her own.	4.53	O
Overall Weighted Mean	4.62	O

Legend: 1-1.8= Poor (P); 1.81-2.6=Fair (F); 2.61-3.4=Satisfactory (S); 3.41-4.2= Highly Satisfactory (HS); 4.21-5= Outstanding (O)

Data indicate that the greatest number of respondent-evaluators have been in their position for relatively short period of time. It could be deduced from the data that majority of the respondents are working in the government for less than 10 years which is relatively short period of time.

Table 2 finally presents data on the monthly income receive by the respondents.. It shows that there are 98 or 72.1 % of the respondents with salary that ranges from Php20,000 to 30000; there are only 6 or 4.4% whose salary ranges from Php60000 and above. It could be deduced from the data that the respondents receive relatively low salary.

Table 3 presents data on the level of performance of woman- leaders personal and professional attributes. Data show that along commitment and professionalism item number 1 (Accepts and implements educational innovations beneficial to common good) was rated the highest Mean of 5.00 described as Outstanding. Item number 5 (Sacrifices personal benefits for the sake of the majority) was rated the lowest Weighted Mean of 4.5

although also described as Outstanding. The Overall Weighted Mean of 4.70 revealed that the level of performance of woman- leaders attributes along commitment and professionalism is Outstanding . Table 3 also presents data on the Level of performance of woman- leaders attributes along justice and integrity. Data show that the item number 1 (Respects the rights of the pupils/students) was rated the Weighted Mean of 4.78 described as Outstanding. Item number .6 (Refrains from coercive behaviour.) was rated the lowest with Weighted mean of 4. 67 also described as Outstanding. The Overall Weighted Mean of 4.72 revealed the level of performance of woman- leaders along and justice and integrity as Outstanding.

Table 3 further presents data on the Level of performance of woman- leaders attributes along responsible and receptive;. Data show that along responsible and receptive, item number 1(Acknowledge performance of subordinates and colleagues) was rated with the highest Weighted Mean of 4.71 described as Outstanding. Item number 5 (Exhibits flexibility and is open to changes and new challenges) was rated the lowest Weighted mean of 4.63 also described as Outstanding. The Overall Weighted Mean of 4.66 revealed that the Level of performance of woman- leaders attributes along responsible and receptive is Outstanding.

Table 3 finally presents data on the level of performance of woman- leaders attributes along; and compassion and team-building . Data show that item number 1 (Respects other people’s decision/opinions) was rated the highest Weighted Mean of 4.65 described as Outstanding. Item number 5 (Prioritize needs of employees over her own) on the other hand was rated the lowest Weighted mean of 4.53 also described as Outstanding. . The Overall Weighted Mean of 4.62 revealed that the level of performance of woman- leaders attributes along compassion and team-building is Outstanding.

Table 4 Level of Performance of the Woman- Leaders on their Administrative Functions

Instruction	WM	Descriptive Rating
1. Supports teachers and personnel professional advancement.	4.59	O
2. Provides opportunities for teachers to demonstrate maturity and leadership inside and outside the classroom.	4.56	O
3. Helps enrich and evaluate the curriculum.	4.53	O
4. Creates atmosphere for maximum student learning and development.	4.43	O
5. Assists principals/deans/chairpersons/teachers in the utilization and modification of desired learning competencies.	4.43	O
Overall Weighted Mean	4.51	O
Research		
1. Provide opportunities for teachers to improve research capability.	4.37	O
2. Conducts her own research.	4.37	O
3. Attend research conferences and fora to improve herself.	4.35	O
4. Assists teachers to conduct research and improve instruction and she is actively involved in research.	4.32	O
5. Presents research outputs and publishes research in the national and international journals.	4.16	HS
Overall Weighted Mean	4.31	O
Extension		
1. Encourages and supports teachers’ participation in extension projects in the community.	4.56	O
2. Attends conferences, trainings and fora along extension.	4.47	O
3. Initiates the establishment of strong linkages with the LGU and other agencies.	4.46	O
4. Conducts her won extension projects.	4.26	O
5. Produces IMs for extension purposes.	4.21	O
Overall Weighted Mean	4.39	O
Production and Finances		

1. Initiates income generating projects.	4.23	O
2. Uses proceeds of income generation for school improvement, student learning and faculty development.	4.23	O
Overall Weighted Mean	4.23	O
Community and Outreach Activities (COA)		
1. Supports student organizations, clubs and other interest groups.	4.57	O
2. Gets involved in service organizations, associations, and community improvement groups.	4.47	O
3. Gives due regard and support to socio-civic organizations and other religious groups.	4.47	O
4. Establishes linkages with LGU and other agencies	4.44	
5. Initiates/conducts co-curricular activities involving parents and other stake holders.	4.38	O
Overall Weighted Mean	4.47	O

Table 4 presents data on the level of performance of the woman- leaders on their administrative functions as instruction, research and extension, production and finance and community outreach. Data show that along instruction, item number 1 (Supports teachers and personnel professional advancement) was rated the highest Weighted Mean of 4.59 described as Outstanding. Item number 5 (Assists principals/deans/chairpersons/teachers in the utilization and modification of desired learning competencies) on the other hand was rated the lowest Weighted Mean of 4.43 also described as Outstanding. The Overall Weighted Mean of 4.51 revealed that the level of performance of the woman- leaders along Instruction is Outstanding. Table 4 also reveals the data on the level of performance of the woman -leaders along research. As shown on the Table, item number 1 (Provide opportunities for teachers to improve research capability) was rated the highest Weighted Mean of 4.37 described as Outstanding. Item number 5 (Presents research outputs and publishes research in the national and international journals) was rated the lowest Weighted Mean of 4.16 described as Highly Satisfactory . The Overall Weighted Mean of 4.31 revealed that the level of performance of the woman- leaders along Research is Outstanding.

Table 4 further reveals the data on the level of performance of the woman-leaders on Extension Activities. As shown on the Table, item number 1 (Encourages and supports teachers’ participation in extension projects in the community) was rated the highest Weighted Mean of 4.56 described as Outstanding, while item number 5 (Produces IMs for extension purposes.) was rated the lowest Weighted mean of 4.21 although also described as Outstanding. The Overall Weighted Mean of 4.39 revealed that the level of performance of the woman -leaders along Extension Activities is likewise Outstanding. Data on the Level of performance of woman-leaders along production and finances ; and community and outreach activities are also presented on the Table. Data show that along production and finances, item number 1 (Initiates income generating projects). and 2 (Uses proceeds of income generation for school improvement, student learning and faculty development) were equally rated Weighted Mean of 4.23 described as Outstanding. The Overall Weighted Mean of 4.23 revealed that the level of performance of woman-leaders along the function of production and finances is Outstanding.

Table number 4 finally reveals the data on the level of performance of woman-leaders along community and outreach activities. As shown on the Table, item number 1 (Supports student organizations, clubs and other interest groups) was rated with the highest Weighted Mean of 4.57 described as Outstanding. Item number 5 (Initiates/conducts co-curricular activities involving parents and other stake holders.) was rated with lowest Weighted Mean of 4.38 although described as Outstanding. The Overall Weighted Mean of 4.47 revealed that the level of performance of woman-leaders along the function on community and outreach activities is Outstanding.

Table5 Relationship between the Level of the Woman-Leaders Attributes and their Performance of their Administrative Functions

Attributes		Administrative Functions				
		Instruction	Research	Extension	PFM	COA
Commitment and Professionalism	r-value	.351**	.209*	.303**	.233**	.202*
	p-value	<0.001	0.014	<0.001	0.006	0.019

Justice and Integrity	r-value	.615**	.393**	.485**	.378**	.476**
	p-value	<0.001	<0.001	<0.001	<0.001	<0.001
Responsible and receptive	r-value	.643**	.356**	.408**	.366**	.401**
	p-value	<0.001	<0.001	<0.001	<0.001	<0.001
Compassion and Team building	r-value	.710**	.496**	.551**	.549**	.563**
	p-value	<0.001	<0.001	<0.001	<0.001	<0.001

Table 5 presents data on the relationship between the level of performance of the woman-leaders attributes and their level of performance of their administrative functions which were determined using correlation analysis with the Pearson-r correlation coefficient. Results showed that there is significant positive weak, moderate correlation between the woman-leaders attributes along justice and integrity with their level of performance on extension (.485**) and community and outreach activities (.476**) respectively. Moderate correlation is also shown between the woman-leaders attributes along responsible and integrity and their performance in extension (.408**) and community outreach (.401**). The attribute compassion and team building have moderate correlation with their performance in research (.496**), extension (.551**), production and finance (.549**), and community and outreach activity (.563**). A strong correlations between the woman-leaders attributes and their performance of their administrative functions are shown among the attributes justice and integrity (.615**), responsible and receptive (.643**), and compassion and team building (.710**) with their performance in instruction as shown by the computed r-values with the corresponding p-values which are all lower than the set .05 level of significance, and .01 level of significance. The results show that the woman leaders attributes are significantly correlated with their performance in instruction. The higher their attributes, the higher also is their level of performance of their function in instruction and vice versa. Their performance in instruction is highly influenced by their personal and professional attributes like justice and integrity; responsible and receptive; and compassion and team building.

Table 6 Difference on the perception made by the Respondents-Evaluators along the Woman-Leaders Demographic Profile Variables.

Over all	Wilk's A	Sig.	Between Subjects	Group	Mean	Fc	Sig.	
				Sex				
				Commitment and professionalism	Male	4.84	2.014ns	.150
					Female	4.61		
				Justice and integrity	Male	4.70	.384 ns	.537
					Female	4.73		
				Responsible and receptive	Male	4.70	.289ns	.592
					Female	4.65		
				Compassion and Team building	Male	4.65	.102 ns	.750
					Female	4.60		
								Age Group
			Commitment and professionalism	20-29	4.71	1.027 ns	.316	
				30-39	4.69			
				40-49	4.91			
				50-59	4.27			
				60 & above	4.50			

	.835ns	.125	Justice and integrity	20-29	4.82	2.0988 ns	.085
				30-39	4.76		
				40-49	4.60		
				50-59	4.51		
			60 & above	4.39			
			Responsible and receptive	20-29	4.75	2.804*	.029
				30-39	4.75		
				40-49	4.61		
				50-59	4.29		
				60 & above	4.27		
			Compassion and Team building	20-29	4.71	.941 ns	.442
				30-39	4.67		
40-49	4.45						
50-59	4.42						
60 & above	4.43						
				Civil Status			
	.900ns	.654	Commitment and professionalism	Single	3.55	.197ns	.940
				Married	3.46		
				Widowed	3.48		
				Separated	4.07		
			Justice and integrity	Single	4.12	.162 ns	.957
				Married	4.10		
				Widowed	3.90		
				Separated	4.47		
			Responsible and receptive	Single	4.23	1.127 ns	.347
				Married	4.13		
				Widowed	3.89		
				Separated	4.0		
			Compassion and Team building	Single	3.65	.612 ns	.655
				Married	3.64		
				Widowed	3.51		
				Separated	4.27		

Table 6 presents data on the difference on the perception made by the respondent-evaluators along the woman-leaders’ demographic profile variables.

Overall, there is no significant difference of the woman- leaders attributes as perceived by the respondent-evaluators along the four indicators when the respondents are grouped according to their demographic profile. This is based on the values of the multivariate Wilk Λ =**.961, .835 and .900** with corresponding significance values of .299,.125, and .654, respectively, which are all higher than the set .05 level of significance.

However, taken singly, there is a significant difference on the perception on the woman- leaders attribute as “responsible and receptive” along respondent-evaluators ’ age group. This is shown by the F-value of .284 with corresponding significance value of .029 which is lower than the set .05 level of significance. The younger respondent-evaluators have higher perception of the woman - leaders attribute as “responsible and receptive” compared to the perception of the older respondent-evaluators.

Table 7 Test of Difference on the Perception Made by the Respondent-Evaluators along the Woman-Leaders’ Professional Attributes

Over all	Wilk’s Λ	Sig.	Between Subjects	Group	Mean	Fc	Sig.
				Highest Educ. Attainment			

	.908	.801	Commitment and professionalism	BS BS w/ Masteral Masteral Masteral w/doc. Doctoral	5.06 4.63 4.58 4.59 4.48	.508ns	.730
			Justice and integrity	BS BS w/ Masteral Masteral Masteral w/doc. Doctoral	4.83 4.79 4.74 4.68 4.49	.873ns	.482
			Responsible and receptive	BS BS w/ Masteral Masteral Masteral w/doc. Doctoral	4.81 4.70 4.65 4.60 4.47	.315ns	.868
			Compassion and Team building	BS BS w/ Masteral Masteral Masteral w/doc. Doctoral	4.77 4.60 4.59 4.59 4.44	.488ns	.745
				Present Position/Rank			
	.803*	.014	Commitment and professionalism	Non-Teaching Staff Instructor Assistant Prof. Associate Prof./ Professor	4.49 4.80 4.48 4.35	.380ns	.768
			Justice and integrity	Non-Teaching Staff Instructor Assistant Prof. Associate Prof./ Professor	4.60 4.81 4.50 4.44	4.992**	.003
			Responsible and receptive	Non-Teaching Staff Instructor Assistant Prof. Associate Prof./ Professor	4.83 4.72 4.48 4.38	.944ns	.422
			Compassion and Team building	Non-Teaching Staff Instructor Assistant Prof. Associate Prof./ Professor	4.66 4.67 4.47 4.36	.402ns	.752

*Significant at .05 level of significance; **Significant at .01 level of significance

Table 8 Test of Difference on the Perception Made by the Respondent-Evaluators along the Woman-Leaders' Employment Profile variables

Over all	Wilk's Λ	Sig.	Between Subjects	Group	Mean	Fc	Sig.
				Length of Service in Present Position (in years)			

	.893^{ns}	.372	Commitment and professionalism	<5 6-10 11-20 >20	4.75 4.55 4.55 4.00	.327ns	.806
			Justice and integrity	<5 6-10 11-20 >20	4.76 4.63 4.63 4.06	1.328ns	.269
			Responsible and receptive	<5 6-10 11-20 >20	4.71 4.56 4.53 3.87	1.818ns	.148
			Compassion and Team building	<5 6-10 11-20 >20	4.68 4.43 4.38 3.87	.402*	.044
Length of Service in the Government							
	.907^{ns}	.510	Commitment and professionalism	<10 11-20 21-30 31-40	4.80 4.57 4.28 4.20	.333ns	.801
			Justice and integrity	<10 11-20 21-30 31-40	4.77 4.71 4.44 4.27	1.217ns	.307
			Responsible and receptive	<10 11-20 21-30 31-40	4.73 4.63 4.29 4.24	1.472ns	.226
			Compassion and Team building	<10 11-20 21-30 31-40	4.69 4.53 4.29 4.32	1.290ns	.281
Monthly Income (PhP)							
	.892^{ns}	.658	Commitment and professionalism	< 20,000 20,000- 30,000 30,001-40,000 40,001-50,000 50,001& above	4.76 4.62 4.66 4.20 4.17	.270ns	.897
			Justice and integrity	< 20,000 20,000- 30,000 30,001-40,000 40,001-50,000 50,001 & above	4.77 4.68 4.69 4.33 4.22	1.881ns	.118
			Responsible and receptive	< 20,000 20,000- 30,000 30,001-40,000 40,001-50,000 50,001& above	4.72 4.51 4.69 4.50 4.10	1.145ns	.339
			Compassion and Team building	< 20,000 20,000- 30,000 30,001-40,000 40,001-50,000 50,001 & above	4.66 4.49 4.66 4.50 4.10	.728ns	.575

*Significant at .05 level of significance

Table 7 and 8 show the difference on the perception made by the respondents-evaluators along the attributes shown by their woman-leaders across their professional and employment profile variables. Overall, data show that there is no significant difference of the respondent-evaluators perception on the woman-leaders professional attributes along the four indicators when the respondents are grouped according to their employment profile except on their present position/rank which revealed a significant difference. This is shown by the multivariate Wilk's $\Lambda = .803$ with corresponding significance value of .014 which is lower than the set .05 level of significance. The table of the mean values show that the instructors and non teaching staff see the leadership attributes of the woman-leaders higher than the assistant professors and associate professors.

Also, taken singly, there is a significant difference on the perception of the respondent-evaluators on their woman-leaders attribute on "compassion and team building" along respondents' length of service in present position. This is shown by the F-value of .402 with corresponding significance value of .044 which is lower than the set .05 level of significance. Those who are at most five years in their position have higher perception of the woman-leaders attribute along "compassion and team building" compared to the perception of those who were in their position for longer years.

Table 9 Test of Difference on the Perception Made by the Respondent- Evaluators along their Woman-Leaders Performance of their Administrative Functions across their Demographic Profile Variables.

Over-all	Wilk's Λ	Sig.	Between Subjects	Group	Mean	Fc	Sig.
	.945^{ns}	.225	Sex				
			Instruction	Male	4.53	.161ns	.689
				Female	4.49		
			Research	Male	4.43	2.808 ^{ns}	.096
				Female	4.25		
			Extension	Male	4.49	1.887ns	.172
				Female	4.34		
			Production and Financial Management	Male	4.25	.118ns	.732
				Female	4.21		
			Community and Outreach Activity	Male	4.46	.051ns	.822
				Female	4.47		
							Age Group
	.820^{ns}	.212	Instruction	20-29	4.57	2.413 ns	.052
				30-39	4.65		
				40-49	4.40		
				50-59	4.22		
				60 & above	4.17		
			Research	20-29	4.41	2.226ns	.070
				30-39	4.46		
				40-49	4.12		
				50-59	3.96		
				60 & above	4.13		
			Extension	20-29	4.49	2.131ns	.081
				30-39	4.53		
				40-49	4.20		
				50-59	4.13		
				60 & above	4.07		

			Production and Financial Management	20-29 30-39 40-49 50-59 60 & above	4.32 4.47 3.90 4.05 3.83	2.314ns	.061
			Community and Outreach Activity	20-29 30-39 40-49 50-59 60 & above	4.55 4.54 4.34 4.31 4.07	1.198ns	.315
				Civil Status			
.889^{ns}	.795	Instruction	Single Married Widowed Separated	4.58 4.43 4.33 4.00	1.086ns	.366	
		Research	Single Married Widowed Separated	4.38 4.26 4.20 3.80	.289ns	.885	
		Extension	Single Married Widowed Separated	4.45 4.35 4.27 3.80	.454ns	.269	
		Production and Financial Management	Single Married Widowed Separated	4.29 4.18 4.17 3.50	.581ns	.677	
		Community and Outreach Activity	Single Married Widowed Separated	4.52 4.43 4.20 4.00	.279ns	.891	

Table 9 presents data on difference on the perception made by the respondent- evaluators along woman-leaders performance of their administrative functions across their demographic profile variables.

Overall, there is no significant difference of the woman- leaders level of performance of their administrative functions along the five indicators as perceived by the respondent-evaluators when they are grouped according to their demographic profile. This is based on the values of the multivariate Wilk Λ =**.945, .820 and .889** with corresponding significance values of .225,.212, and .795, respectively, which are all higher than the set .05 level of significance.

Table 10 Test of Difference on the Perception Made by the Respondent-Evaluators on the Woman-Leaders' level of performance on their Administrative Functions across their Professional and Employment Profile Variables.

Over all	Wilk's Λ	Sig.	Between Subjects	Group	Mean	Fc	Sig.
				Highest Educ. Attainment			
			Instruction	BS BS w/ Masteral Masteral Masteral w/doc. Doctoral	4.69 4.41 4.45 4.56 4.33	2.161	.078

	.782	.097	Research	BS BS w/ Masteral Masteral Masteral w/doc. Doctoral	4.55 4.08 4.24 4.47 4.10	3.679**	.007
			Extension	BS BS w/ Masteral Masteral Masteral w/doc. Doctoral	4.64 4.29 4.26 4.56 4.11	2.963*	.023
			Production and Financial Management	BS BS w/ Masteral Masteral Masteral w/doc. Doctoral	4.54 4.19 3.90 4.41 4.00	3.024*	.021
			Community and Outreach Activity	BS BS w/ Masteral Masteral Masteral w/doc. Doctoral	4.69 4.38 4.34 4.56 4.26	2.575*	.041
				Present Position/Rank			
	.918	.826	Instruction	Non-Teaching Staff Instructor Asst./Asso. Prof.	4.29 4.56 4.43 4.36	1.674ns	.176
			Research	Non-Teaching Staff Instructor Asst/Asso /Prof..	4.23 4.37 4.18 4.15	.495ns	.686
			Extension	Non-Teaching Staff Instructor Asst/Asso./Prof	4.29 4.47 4.24 4.07	.679ns	.567
			Production and Financial Management	Non-Teaching Staff Instructor Asst/Asso./Prof.	4.29 4.26 4.15 4.05	.282ns	.839
			Community and Outreach Activity	Non-Teaching Staff Instructor Asst. Asso. Prof.	4.37 4.50 4.37 4.44	.796ns	.498

*Significant at .05 level of significance; **Significant at .01 level of significance

Table 11 .Test of Difference on the Perception Made by the Respondent-Evaluators on the Woman-Leaders' level of Performance on their Dministrative Functions across their Professional and Employment Profile Variables.

Over-all	Wilk's A	Sig.	Between Subjects	Group	Mean	Fc	Sig.
				Length of Service in Present Position (in years)			

	.837ns	.152	Instruction	<5 6-10 11-20 >20	4.54 4.37 4.53 3.87	2.013ns	.116
			Research	<5 6-10 11-20 >20	4.38 4.00 4.16 3.93	2.143ns	.099
			Extension	<5 6-10 11-20 >20	4.47 4.08 4.27 3.73	2.712*	.048
			Production and Financial Management	<5 6-10 11-20 >20	4.35 3.70 3.83 3.67	3.738*	.013
			Community and Outreach Activity	<5 6-10 11-20 >20	4.53 4.08 4.40 4.13	3.198*	.026
Length of Service in the Government							
	.926ns	.882	Instruction	<10 11-20 21-30 31-40	4.56 4.45 4.36 4.04	0.933ns	.427
			Research	<10 11-20 21-30 31-40	4.39 4.12 4.20 4.12	1.008ns	.392
			Extension	<10 11-20 21-30 31-40	4.48 4.20 4.24 4.04	.725ns	.539
			Production and Financial Management	<10 11-20 21-30 31-40	4.33 4.00 4.00 3.80	1.243ns	.297
			Community and Outreach Activity	<10 11-20 21-30 31-40	4.51 4.36 4.40 4.20	.518ns	.671
Monthly Income (PhP)							
	.876ns	.737	Instruction	< 20,000 20,000- 30,000 30,001-40,000 40,001-50,000 50,001& above	4.54 4.40 4.61 4.50 4.17	.549ns	.700
			Research	< 20,000 20,000- 30,000 30,001-40,000 40,001-50,000 50,001 & above	4.35 4.18 4.37 4.10 4.03	.248ns	.910

			Extension	< 20,000	4.45	.730ns	.573
				20,000- 30,000	4.20		
				30,001-40,000	4.57		
				40,001-50,000	4.00		
				50,001 & above	3.90		
			Production and Financial Management	< 20,000	4.25	.461ns	.764
				20,000- 30,000	4.09		
				30,001-40,000	4.50		
				40,001-50,000	4.50		
				50,001 & above	3.75		
			Community and Outreach Activity	< 20,000	4.47	.526ns	.717
				20,000- 30,000	4.36		
				30,001-40,000	4.71		
				40,001-50,000	4.50		
				50,001 & above	4.40		

*Significant at .05 level of significance

Table 10 and 11 show data on the difference on the perception made by the respondent-evaluators on the woman-leaders' level of performance of their administrative functions across their professional and employment profile variables. It is shown that overall, there is no significant difference of the women leaders level of performance of their administrative functions along the five indicators as perceived by the respondents when they are grouped according to their professional and employment profile. This is based on the values of the multivariate Wilk's Lambda (Λ) with corresponding significance values that are all higher than the set .05 level of significance. However, when taken singly, there is a significant difference on the perception of the woman-leaders' level of performance on their administrative function on "research, extension, production and financial management and community and outreach activity", when the respondents are grouped as to their highest educational attainment and length of service in their position. Those who have bachelor's degree as their highest educational attainment, have higher perception of the woman-leaders' performance of their administrative functions compared to the perception of those who have taken master and doctoral units/degrees. Also those who are at most five years in their position have higher perception of the woman-leaders' performance of their administrative functions along "extension, production and financial management and community and outreach activity", compared to the perception of those who were in their position for longer years. The findings implied that higher education exposes faculty and staff to advanced information and knowledge, making them more aware of how well effective and efficient an administrator should carry out their administrative functions. While findings revealed that perception of respondent-evaluators on the woman-leaders' performance of their administrative functions vary across the profile variables higher educational attainment and length of service in their position of the respondents; that those with higher educational attainment and who stayed longer in their position rated lesser their woman-leaders than the those with bachelors degree and stay in their position for a shorter period of time. This finding is similar to a study [14] conducted in Malaysia wherein women in Malaysia did not always value other women.

CONCLUSION AND RECOMMENDATION

The salient findings of this study are as follows: The faculty and staff evaluators are reliable evaluators of woman-leaders, being under their direct supervision. They are described as relatively single and young female instructors who completed bachelor degree from state-run universities. They have been in the service for less than ten years and received a minimal salary. Woman-leaders demonstrated Outstanding personal and professional attributes. They demonstrated Outstanding performance on their administrative functions except in research presentation and publication in the national and international journals where they are rated Highly Satisfactory. The performance of woman-leaders in instruction is highly influenced by their personal and professional attributes like justice and integrity; responsible and receptive; and compassion and team building. The study also found out that the younger faculty respondents have higher perception of the women leaders attribute as "responsible and receptive" compared to the perception of the older respondent-evaluators. This study further revealed that those who are at most five years in their position have higher perception of the woman-leaders attribute along "compassion and team

building” compared to the perception of those who were in their position for longer years. Statistics finally concluded that those who have bachelors degree as their highest educational attainment have higher perception of the woman -leaders performance of their administrative functions compared to the perception of those who have taken master and doctoral units/degrees. Also those who are at most five years in their position have higher perception of the woman- leaders’ performance of their administrative functions ” along “extension, production and financial management and community and outreach activity”, compared to the perception of those who were in their position for longer years. The study concluded that the perception on the performance on woman-leaders’ personal and professional attributes varies across the profiles age and years in position of the respondent-evaluators. Likewise the perception on the performance on woman-leaders administrative functions varies across the profile educational attainment of the respondent-evaluators.

It is recommended that woman-leaders should actively engage in research and establish stronger linkages with national and international research agencies that could provide them the opportunity to present and publish completed researches. It is interesting to note that the younger generation of faculty and staff , who have relatively short period in their position have higher perception of their woman- leaders of being responsible and receptive ; and compassion and observe team building” compared to those who are old and been in the service for longer years. This would call for the conduct of retraining among older faculty and staff to rekindle their motivation and involvement in any university activity. Likewise the woman-leaders could make necessary move to win back the trust of their old subordinates and show them their being responsible, receptive, compassion and observe team building. On a similar note, those faculty and staff who possessed higher educational attainment (post graduate) perceived the woman-leaders lower level of performance of their administrative functions than the younger ones. Higher education exposes faculty and staff to advanced information and knowledge, to which the women-leaders must contend with. It is recommended that women-leaders continue to equip themselves with higher learning through participation to national and international conferences and training to cope up with the demands of their administrative functions. As Bottoms in her insights essay [15] advice women leaders to always maintain tenured line and scholarship, because they are the largest sources of respect, strength and courage. This kind of study could also be conducted in state universities and colleges in other regions in the Philippines. It is further recommended that future study should consider the self-evaluation of the woman-leaders with personal interview as a tool to gather data for more accurate evaluation results. A comparative assessment of self-evaluation and that of their subordinates could provide a thorough understanding about the Filipino woman-leaders in the academe.

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