

INVESTIGATING ATTRIBUTES OF WOMEN SCHOOL LEADERS: EXPLORATORY APPROACH

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ABSTRACT

This study aimed to investigate the attributes of women school leaders in North Cotabato. A total of 247 public elementary teachers were participated in the study. An exploratory approach was employed in the study by conducting the in-depth interview, focus group discussion, reliability evaluation and conducting a survey. The results showed that there were four major themes were extracted on the attributes of women as school leader which include the strength, perseverance, adoptability and grit attributes; the highest factor of attributes of women as school leader includes being committed, transparent, not corrupt and teachable; there is high significant of attributes of women as school leader with $p\text{-value} = 0.000$; and the tool developed were includes 45 items test questions with high reliability result. Hence, it is recommended that the instrument developed can be used as tool to evaluate the attributes of women as school leaders.

Keywords: *Attributes of Women, School Leaders, Exploratory Approach, Mlang, Philippines*

INTRODUCTION

Leadership alone cannot attain anything superior unless the entire team follows the leader and works together with the leader to achieve the goals (Ceil, 2016). School leaders and education policy makers often fail to see that even after decades of mainstream acceptance of equal opportunity workplaces, public education careers and promotion pipelines continue to be shaped by narrow gender norms (Maranto, Carroll, Cheng, and Teodoro, 2018).

On the other hand, while women continuously feel undermined and challenged with regard to their competences and ability in exercising strong leadership, and support from management. There has been a conscious effort to address the past imbalances by (among others), ensuring that women are employed in positions of educational leadership and management (Moyo and Perumal, 2019). According to MacDonald (2019), women are more likely to be principals in schools serving highly disadvantaged communities. This has implications in terms of the invisible labor of women principals, how they might work within their schools and communities, and the way they perceive and react in their roles as school leaders.

Moreover, Robinson, Shakeshaft, Grogan and Newcomb (2017) state that both men and women appear to be less mobile than in the past. Men and women are spending about the same time as teachers before becoming superintendents, women and men appear to experience stress similarly, and women are receiving mentoring much more than in the past. There are few data to support the beliefs that women superintendents, more than men, are limited

by family circumstance although this survey sheds no light on perspectives of women aspirants.

In contrary, women have been in leadership positions as they possess the skills and abilities to conduct an in-depth analysis of the situations and implement measures to terms and relationships with other members and work in integration with each other (Kapur, 2018). They become far more confident about what they have to contribute. They have learned through experience the value of female solidarity and support. They have become more comfortable enlisting men as allies, just as men have become more open to being allies (Helgesen, 2020). Macomber (2018) emphasizes that female leaders must be highly competent to even be involved in leadership, but at times this can be seen as a threat by colleagues. People are often intimidated by strong women leaders in ways they would never be in a male.

The real scenario shows that although women are given the opportunity to lead the school scarcity of female leadership can be noticed. A female colleague at one agency experiencing a leadership shortage observed that potential and gifted leaders. There are certainly challenges, especially for women in leadership (Macomber, 2018). Women school leadership have different faces in every society. Women in leadership positions have to deal with a number of challenges that stand in their way, particularly when they are operating in the fields of men. Besides, women have become the focus of international programmes and conferences. Women school principals also experienced resistance from their teachers, especially older male teachers. That happened most of the time when these female made decisions or took initiatives for changes. That cultural mindset and perception on women leaders of schools affected their headship (Oyeniran and Anchomese, 2018). There are many women who are beginning to overcome the social stereotypes that underscore that women cannot succeed in leading organisations. Many well-run schools in today have women at the helm (Msila, 2017).

According to Oyeniran and Anchomese (2018), women school principals also experienced resistance from their teachers, especially older male teachers. That happened most of the time when these female made decisions or took initiatives for changes. That cultural mindset and perception on women leaders of schools affected their headship. Upon assuming leadership roles, women often struggle to effectively lead due to a pervasive context of sexism and genderism in the workplace. Schools are not immune to this phenomenon. It is important that educators develop an awareness of what is working and contributing to the effectiveness of these principals (Sylvester, 2019).

However, there are studies that acknowledge the gains made in numbers of women, it is equally significant to address the challenges women continue to confront: women hold the least senior administrative positions and are the lowest paid among higher education administrators (Alcalde and Subramaniam, 2020). Ultimately, the problems face are not technological, but human – the human system is broken. People should always be appointed on merit and the electorate must decide, but more still needs to be done to give all women the best possible chance of rising to the top (Kemp, 2020). Frequently as a leader, woman faces many objections from cultural attitude of society considering that man functions as guard and head of a family. So does physical obstacle where woman is underestimated by her incapability of performing heavy duties (Lantara, 2015).

Moreover, this study provides reliable information on the experiences of women school leadership. There is no perfect leadership either men or women. In leadership there is always the strengths and weaknesses. Examining the experiences of school principals on how they lead the school. It reveals the dedication, love and sacrifices of women despite of their limitations. According to Sweat (2020) it is necessary to investigate the journey of women's leadership development to identify how to best develop future female leaders in public K-12 education. In this study the society would benefit from more equitable representation and experience of women leaders in schools (Sylvester, 2019).

FRAMEWORK

Leadership implies a sense of control and a hierarchical power structure which carries a range of emotive notions such as responsibility, authority and power. Leadership effectiveness as dependent upon a match between leadership style and the situation. Leadership is more effective, productive, innovative, and satisfying to followers as both parties work towards the good of organization propelled by shared visions and values as well as mutual trust and respect. Leadership in education also indicates that woman leaders are involved in the leadership of the school, some with and without a formal leadership position. This type of leadership suggests that every person in any position can demonstrate leadership in some way. Woman introduced their style of leadership from their family upbringing. Most countries definitely will go through an industrial process and rapid urbanization and the effect of this process has changed the tradition character of women's. Leadership is often described in terms of how charismatic leaders can inspire others to admire or emulate them. Leadership is having the ability to influence, motivate, and change the attitude and behavior of her subordinates to agree to implement programs and to achieve the needed result. Leadership has become a key component of an organization, management and administration of educational organizations and systems, and this development is reflected in both academic and educational policy statements. Individuals are also contributing their own professional development because they think that it will enhance their career prospects and make them better leaders. Without leadership, things will be very difficult and we would have not advance ourselves and make this world a better place for our next generations (Ahmad Esa, Leong Choy Peng, 2013).

The school leader must have mastery skills, relevant knowledge, the process of socialization of the school system, teachers' competence, motivation of students and improving learning facilities, and so on. The school leadership has a responsibility for the development of human capital. The school leadership should be aware of the aspects of creativity and innovation in the school system essential for the development of human capital. Distributed leadership calls on everyone associated with schools to take responsibility for student achievement and to assume leadership roles in areas in which they are competent and skilled (Blandino, 2011). In addition, the role of school leadership is important, it is becoming more critical as the international trend towards devolution of school management (EOWA, 2013; Esa and Peng, 2013).

As a pragmatist, the worldview of this research arises out of actions, situations, and consequences rather than antecedent conditions. It holds that

human actions can never be separated from the past experiences and from the beliefs that have originated from those experiences. Human thoughts are thus intrinsically linked to action. People take actions based on the possible consequences of their action, and they use the results of their actions to predict the consequences of similar actions in the future. A major contention of pragmatist philosophy is that meaning of human actions and beliefs is found in their consequences. External forces do not determine humans; they are themselves capable of shaping their experience through their actions and intelligence. Pragmatists believe that reality is not static—it changes at every turn of events. Similarly, the world is also not static—it is in a constant state of becoming. The world is also changed through actions—action is the way to change existence. Actions have the role of an intermediary. Therefore, actions are pivotal in pragmatism (Goldkuhl 2012; Morgan 2014). It identifies three widely shared ideas of pragmatism that highlight that pragmatists focus on the nature of experience, unlike other philosophies that emphasize the nature of reality. It is not possible to experience exactly the same situation twice, so warranted beliefs about the possible outcome are also provisional, which means that beliefs about how to act in a situation are inherently provisional. Pragmatists believe that no two people have exactly identical experiences, so their worldviews can also not be identical. However, there are always varying degrees of shared experiences between any two people that lead to different degrees of shared beliefs. Therefore, worldviews can be both individually unique and socially shared (Kaushik and Walsh, 2019). Investigating the attributes of women school leaders experiences carry a unique worldviews.

Feminist theory is not only about women, although it is that; it is about the world, engaged through critical intersectional perspectives. The basic assumptions undergirding feminism are that gender is central to the structure and organization of society; gender inequality exists; and gender inequality should be eliminated. A feminist perspective on leadership must be considerate of the differential experiences of women (Iverson, Mckenzie and Halman, 2019).

METHODOLOGY

Research Design

The exploratory approach with mixed method design of qualitative and quantitative was used in this study. For phase I of the study, the qualitative research design used the cross-sectional method in exploring the elements of women's school leadership through in-depth interview and group panel discussion. For phase II of the study, the researcher used the quantitative design with descriptive method in describing and discussing the needed data through online survey.

Research Instrument

In the qualitative phase, the researcher formulated an open-ended interview guide that asks questions about women school leaders. The interview provided an insight on the attributes of women as school leaders. The items of the interview guide were constructed based from the research questions and the topic of the study. The construction of the tool from qualitative phase

revealed the elements of a women leadership. This tool is subject to investigate the women school leadership experiences.

For quantitative design, the researcher used the survey questionnaire in which the questions were based on the initial analysis from qualitative data. In particular, the thematic phrase from thematic analysis in qualitative data was used as questions, points or items included in the survey questionnaire.

The researcher also invited three experts to perform content validity of the interview questions and check the suitability of the items that capture attributes of women school leaders. This is to ensure the readability and comprehensibility of the questionnaire.

Data Analysis

In this study qualitative and quantitative data are collected. For qualitative data, it was analyzed by means of narrative transcription with topical and thematic presentation of data. The topical was the focus questions which align to research questions; while the thematic was from the extracted themes from the responses of the key informants.

The thematic analysis provides a highly flexible approach that can be modified for the needs of many studies, providing a rich and detailed, yet complex account of data (Braun & Clarke, 2006; King, 2004). As thematic analysis does not require the detailed theoretical and technological knowledge of other qualitative approaches, it offers a more accessible form of analysis, particularly for those early in their research career (Braun & Clarke, 2006).

In quantitative data, the exploratory factor analysis was used in the study. It determines empirically how many constructs, or latent variables, or factors underlie a set of items. Factor analysis is a type of multivariate analysis that seeks to explain the relationship between a large number of variables (items) in terms of a set of independent underlying factors. This statistical method can serve as an important tool for validating the structure of instruments pointed out that factor analysis is not a simply defined statistical method, but a broad category of methods for conceptualizing groupings of variables that includes mathematical procedures for assigning variables to certain groups (Carpenter, 2006).

The preliminary phase involve testing the data for suitability using KMO (Kaiser-Meyer-Okin measure of sampling adequacy) which signal in advance whether the sample size is large enough to reliably extract factors (Field, 2009) and Barlett's Test which test for the over-all significance of the correlation within a correlation matrix (Hare, 1998).

The next step involved the determination of dimensions of the unrotated factors of the data by initial extraction using principal axis factoring of Exploratory Factor Analysis (EFA). The first half of the data are utilize in this phase. Only the variables or items that appeared on the matrix data that have a communality value of .40 are included. After which, it involves rotating the factors using Promax rotation. Rotating the factors is used in order to simplify the factor structure. It is in this phase which the numbers of dimension or factors are determined using the Kaiser rule. Using this method, only the extracted factors whose eigenvalues greater than or equal to 1 are retained. Scree plot criterion was used also in which eigenvalue of each dimension or factor was graphed.

The scree plot further validates the number of extracted dimension or factors were retained. Eigen values are defined by factor loading coefficients or factor loading. The correlation coefficients between the items or variables shown in rows and the factors or dimensions presented in columns are denoted as Factor Rotation Matrix factor loadings (Carpenter, 2006). This stage answered the underlying dimensions on the attributes of women as school leaders.

RESULTS AND DISCUSSION

Emerging Themes of the Attributes of Women as School Leaders

There are four themes that emerged from in-depth interview with the selected women as school leader in public elementary and secondary schools in the Municipality of Mlang and Tulunan.

Based on the in-depth interview, four themes emerge on the attributes of women as school leaders. These emerging themes are women's strength, perseverance, adaptability, and grit as school leaders.

Strength. Most of the participants attributed strength as being emotionally intelligent; organized in leading their constituents; bold and wise in their decision-making; competitive in complying with duties and responsibilities; and committed, determined, motivated, and passionate. These statements were reflected in the responses of the participants below:

Having a higher level of emotional intelligence in leading people and subordinates can help you to survive as you journey as a woman leader. There are a lot of discouragements, waves, and mountains you may face in leadership but for me, it is a battlefield of emotional stability. (Informant 10).

As a woman, I struggle as a school head. I raise my kids on my own because I and my husband are separated. I need to manage my time myself and divide it properly. As a school head, you need to have commitment, time management, and self-management. (Informant 7).

This result on the strength of women as school leader was related to the claim of Mythili (2019) which stated that women school leaders develop greater interactivity with children, helping them achieve greater engagement with learning and better results. Developing women school leaders is therefore key to improving school education. Fries (2018) stated also that the strength of women as school leader includes sincere enthusiasm, passionate, with integrity, with great communication skills, motivated, disciplined, loyal, competent, and empowered and with great personality.

Perseverance. Most of the participants attributed perseverance by being brave and strong in facing duties, responsibilities, and challenges in leadership;

being able to adjust and continue working despite difficulties; being able to survive hardship encountered in school; trying and giving their best in every aspect of leadership; and being persistent on any challenges. These statements were reflected in the responses of the participants below:

For me, the most reliable attribute of a woman is being brave and strong enough to face the battles in her leadership. (Informant 10).

I became a woman leader unexpectedly. Being a woman leader is very hard and challenging especially since I am a wife and a mother. Dividing my time and managing it well help me survive as many difficulties want to strike me down as a leader. I held my head high with determination, passion, commitment, and motivation in my heart. (Informant 5).

As a school leader, I was given a special order to handle a school. At first, I had difficulty adjusting from being a classroom teacher to being a school leader, but lately because of my commitment I tried my best to be a part of the community as a leader to my teachers, to my stakeholders particularly the BLGU, the PTA, and the people around the community. As a school leader, you need to build a relationship with them. I need dedication, honesty, and perseverance. (Informant 6).

This result is supported by Oyeniran and Anchomese (2018) which stated that the women in leadership positions may have to deal with a number of challenges that stand in their way, particularly when they are operating in the fields of men. Women school principals also experienced resistance from their teachers, especially older male teachers. That happened most of the time when these female made decisions or took initiatives for changes. That cultural mindset and perception on women leaders of schools affected their headship.

Adaptability. Most of the participants attributed an adaptability attitude of being open-minded and willing to give support; being understandable; being motivated in building trust between teachers, parents, students; encouraging shared responsibility; and being able to adapt and adjust to culture, beliefs, and attitudes as a woman leader. These statements were reflected in the responses of the participants below:

I believe the most reliable attribute I have as a leader is that I am willing to learn, I have an open mind, and I am willing to give my support not only to the school but also to the community. (Informant 2).

I am soft-spoken, understanding, efficient, and a good mentor. What you sow is what you reap. I encourage my subordinates to comply with their responsibilities and tasks and give them strong motivation to comply with greatness. (Informant 4).

I have the willingness to comply with the instructions of the department. I set myself as an example for my teachers to embrace me and willingly obey what I have commanded because of the shared responsibility. (Informant 9).

This result is also related to the claim of Sweat (2020) which stated that women in leadership shows and reveals positive indicators because of their dedication, love and sacrifices despite of their limitations. According to Sweat (2020) it is necessary to investigate the journey of women's leadership development to identify how to best develop future female leaders in public K-12 education. The women adaptability attitude of being willing, understandable and encourage-able is beneficial in implementing shared responsibility.

Grit. Most of the participants attributed grit by being a woman leader in action; a fighter of challenges and hardships; a good mentor and encourager; a servant leader; and a courageous and determined leader. These statements were reflected in the responses of the participants below:

I impose my leadership style and I live by it. I serve the community and set myself as an example to show to my subordinates that I am one of them—giving a hand, showing them my dedication and commitment as a leader, and showing them how courageous I am. (Informant 5).

As a woman leader, I must be optimistic in dealing with the management with my teachers, with the community, and with the stakeholders as a whole. (Informant 8).

I am soft-spoken, understanding, efficient, and a good mentor. What you sow is what you reap. I encourage my subordinates to comply with their responsibilities and tasks and give them strong motivation to comply with greatness. (Informant 4).

For me, the most reliable attribute of a woman is being brave and strong enough to face the battles in her leadership. (Informant 10).

This result is related to the result of Esa and Peng (2013) which revealed that leadership is more effective, productive, innovative, and satisfying to followers as both parties work towards the good of organization propelled by shared visions and values as well as mutual trust and respect. Leadership in education also indicates that woman leaders are involved in the leadership of the school having with great attitudes, behavior and knowledge as effective implementer of policies, with will-power, determined and able to face challenges in work and duties. Moreover, in her leadership, she is having the ability to influence, motivate, and change the attitude and behavior of her subordinates to agree to implement programs and to achieve the needed result.

Construction of Attributes of Women as School Leader

Based from the responses of the participants in the interview conducted and also based on the thematic analysis, the Table 1 presents the attributes of women as school leader scale items which are selected based on their frequency of occurrence from the responses in qualitative interviews. The 50 items questions being made from the thematic analysis were subjected to data reduction technique using exploratory factor analysis (EFA). Hence, the number of factors was fixed to three based on the a priori qualitative analysis dimensions.

Table 1
Attributes of Women as School Leader Scale Items

Item No.	Attributes of Women as School Leader
1	I am an emotionally intelligent leader.
2	I am an organized leader.
3	I am bold and wise in my decision-making.
4	I am a risk-taker.
5	I have strong willpower as a woman school leader.
6	I am a strong woman leader.
7	I am trustworthy.
8	I am transparent.
9	I am competitive.
10	I am visionary and mission-minded.
11	I am committed.
12	I am intelligent.
13	I am diligent in my work.
14	I am faithful to my work.
15	I am brave and strong in facing duties, responsibilities, and challenges in leadership.
16	I can adjust in times of difficulties
17	I can survive the hardship I encounter as a school leader
18	I am persistent in the challenges I encounter.
19	I am a functional leader and a role model to my subordinates.
20	I try my best in every aspect of my leadership responsibilities.
21	I am patient.
22	I am a determined leader.
23	I am dedicated to my work.
24	I can handle both personal life and work
25	I am accepting of any mistakes of my subordinates.
26	I am open-minded and willing to give support.
27	I am understandable.
28	I promote gender equality in giving tasks to my subordinates.
29	I encourage shared responsibility.
30	I am willing to learn with my subordinates.
31	I promote collaboration between me and my subordinates.
32	I administer my subordinates well to create good school governance.
33	I am innovative in my work and duties.
34	I can build trust between teachers, parents, and students.
35	I manage my time wisely.

36	I apply the lessons I learned from my experiences.
37	I can adapt and adjust to culture, beliefs, and attitudes as a woman leader.
38	I am teachable.
39	I am not corrupt.
40	I am passionate about my duties and responsibilities.
41	I am humble and gentle.
42	I am optimistic.
43	I am a fighter of challenges and hardships.
44	I am an honest leader.
45	I am resilient to challenges and school problems.
46	I choose to become a school leader because I believe that this is my mission.
47	I am a good mentor and encourager.
48	I am a role model.
49	I am a servant leader.
50	I am a courageous and determined leader

Dimensions on the Attributes of Women as School Leader

The adequacy of 50 item questions was tested with the used of Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity.

It shown in the Table 2 that KMO value is .939 which is above recommended value of .5, which indicates that the sample questions in overall analysis was adequate after the conduct of factor Analysis. According to Kaiser (1974), the recommended above .5 value is acceptable. On the other hand Kaiser (1974) also categorized the score based on the values: .5 to .7 as mediocre, values between .7 to .8 as good, and the values between .8 to .9 as superb (Kaiser, 1974). With this reference, the result of the study .939 is categorized as superb which means that the formulated test questions on the dimensions of attributes of women as school leader is superb or excellent in general. This implies also that majority of the items being test were categorized as attributes of women as school leaders.

On the other hand, the result on Bartlett's test of sphericity to check if there is a certain redundancy between the variables summarized with a few numbers of factors. The results revealed that the p-value = 0.000 less than the 0.05 level indicates very high level of significant which indicates that the data has patterned relationships, and factorability is assumed.

Table 2
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of sampling Adequacy		.939
	Approx. Chi-square	8795.892
Bartlett's test of Sphericity	df	1225
	Sig.	.000

As shown in the preliminary analysis, it can be generalized that the items on the attributes of women as school leader is suitable and adequate for extraction of factors, and thus ready for factor analysis. On the other hand, the derivation of factor structure was determined through scree plot which indicate three factors where the eigenvalue starts to level off.

The Table 3 shows the pattern matrix using Principal Axis Factoring with a Promax rotation method of Promax with Kaiser Normalization. It can be observed in the results the loadings of the majority of items in the three factors are above .4. Hence, there are three items do not meet the criteria, namely: Item 1, Item 4, Item 12, Item 36, and Item 48.

It can be supported by Field (2005) that .4 is recommended and necessary to obtain the desired factors. Furthermore, it can be observed that there is no item cross-loading or not loading at all which means that the items best represent their factors. It is emphasized by hair et al. (1998) that loadings indicate the degree of correspondence between the variable and the factor, with higher loadings making the variable representative of the factor.

Table 3
Pattern Matrix Three-Factor Model

Item No.	Attributes of Women as School Leader	Factor		
		1	2	3
1	I am an emotionally intelligent leader.			
2	I am an organized leader.			.793
3	I am bold and wise in my decision-making.			.852
4	I am a risk-taker.			
5	I have strong willpower as a woman school leader.			.751
6	I am a strong woman leader.			.578
7	I am trustworthy.		.877	
8	I am transparent.		.922	
9	I am competitive.		.722	
10	I am visionary and mission-minded.		.574	
11	I am committed.		.955	
12	I am intelligent.			
13	I am diligent in my work.		.698	
14	I am faithful to my work.		.724	
15	I am brave and strong in facing duties, responsibilities, and challenges in leadership.	.777		
16	I can adjust in times of difficulties	.770		
17	I can survive the hardship I encounter as a school leader	.898		
18	I am persistent in the challenges I encounter.	.898		
19	I am a functional leader and a role model to my subordinates.	.882		
20	I try my best in every aspect of my leadership responsibilities.	.794		
21	I am patient.		.811	
22	I am a determined leader.		.449	
23	I am dedicated to my work.		.589	
24	I can handle both personal life and work	.626		
25	I am accepting of any mistakes of my subordinates.	.633		
26	I am open-minded and willing to give support.	.655		
27	I am understandable.		.537	
28	I promote gender equality in giving tasks to my subordinates.	.810		
29	I encourage shared responsibility.	.791		

30	I am willing to learn with my subordinates.	.723		
31	I promote collaboration between me and my subordinates.	.838		
32	I administer my subordinates well to create good school governance.	.799		
33	I am innovative in my work and duties.			.488
34	I can build trust between teachers, parents, and students.	.652		
35	I manage my time wisely.			.541
36	I apply the lessons I learned from my experiences.			
37	I can adapt and adjust to culture, beliefs, and attitudes as a woman leader.	.538		
38	I am teachable.		.914	
39	I am not corrupt.		.939	
40	I am passionate about my duties and responsibilities.	.527		
41	I am humble and gentle.		.585	
42	I am optimistic.		.670	
43	I am a fighter of challenges and hardships.	.602		
44	I am an honest leader.		.724	
45	I am resilient to challenges and school problems.	.660		
46	I choose to become a school leader because I believe that this is my mission.	.609		
47	I am a good mentor and encourager.			.536
48	I am a role model.			
49	I am a servant leader.	.508		
50	I am a courageous and determined leader			.594

Developed Tool on Attributes of Women as School Leader

After the reducing process, the developed tool or instrument on attributes of women as school leader is presented in Table 4.

From the 50 items test questions, 45 items were included since five items do not reach a factor loading of .4. On the other hand, by using the exploratory factor analysis (EFA), the tool or instrument on the attributes of women as school leader was developed. This tool is consists of three major themes with 45 items test questions.

The three themes developed includes strength of women as school leader, perseverance, adoptability and grit attributes of women as school leaders. The instrument is leveled in 5 point Likert-scale from 5 as to the very great extent to 1 as less extent attributes.

Table 4
Attributes of Women as School Leader Tool

Items	Attributes of Women as School Leader
	Strength Attributes
1	I am an organized leader.
2	I am bold and wise in my decision-making.
3	I have strong willpower as a woman school leader.

4	I am a strong woman leader.
5	I am trustworthy.
6	I am transparent.
7	I am competitive.
8	I am visionary and mission-minded.
9	I am committed.
10	I am diligent in my work.
11	I am faithful to my work.
	Perseverance Attributes
12	I am brave and strong in facing duties, responsibilities, and challenges in leadership.
13	I can adjust in times of difficulties
14	I can survive the hardship I encounter as a school leader
15	I am persistent in the challenges I encounter.
16	I am a functional leader and a role model to my subordinates.
17	I try my best in every aspect of my leadership responsibilities.
18	I am patient.
19	I am a determined leader.
20	I am dedicated to my work.
21	I can handle both personal life and work
	Adaptability Attributes
22	I am accepting of any mistakes of my subordinates.
23	I am open-minded and willing to give support.
24	I am understandable.
25	I promote gender equality in giving tasks to my subordinates.
26	I encourage shared responsibility.
27	I am willing to learn with my subordinates.
28	I promote collaboration between me and my subordinates.
29	I administer my subordinates well to create good school governance.
30	I am innovative in my work and duties.
31	I can build trust between teachers, parents, and students.
32	I manage my time wisely.
33	I can adapt and adjust to culture, beliefs, and attitudes as a woman leader.
34	I am teachable.
	Grit Attributes
35	I am not corrupt.
36	I am passionate about my duties and responsibilities.
37	I am humble and gentle.
38	I am optimistic.
39	I am a fighter of challenges and hardships.
40	I am an honest leader.
41	I am resilient to challenges and school problems.
42	I choose to become a school leader because I believe that this is my mission.
43	I am a good mentor and encourager.
44	I am a servant leader.

45	I am a courageous and determined leader
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Legend:

- 5 – To the very great extent
- 4 – Great extent
- 3 – Moderately extent
- 2 – Fair extent
- 1 – Less extent

Reliability Test Analysis

Table 5 showed the test result of reliability analysis of items related to attributes of women as school leaders. Based on the result, the above 0.700 results from factors 1 to 4 indicates that the items were passed to the reliability requirement. However, out of 50 items, 5 items in factor 3 (adoptability attribute) of women as school leader were deleted as less reliable. This means that only 45 items seen in table 4 above were reliable items or tool to test the attributes of women as school leader.

Table 5
Reliability Test Analysis

Factor	Cronbach's Alpha	No. of Items	Deleted Items
1	.742	11	0
2	.811	10	0
3	.772	13	5
4	.783	11	0
Overall	.823	45	5

CONCLUSION

Based on the findings, we understand women as school leader mostly have and attributes of being committed, transparent, not corrupt and teachable which belonged to their strength and grit attributes. Hence, the tool developed is highly significant factor to determine the dimensions or attributes of women as school leader. This means that the strength, perseverance, adoptability and grit attributes of women are among best indicator to determine its leadership as woman leader.

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